Literature and Best Practices Review / Environmental Scan

Experiential Learning Advisory Committee

St. Francis Xavier University

July 2025

Samantha Read, MA, MLIS

Digital Initiatives & Data Services Librarian

Angus L. Macdonald Library

Introduction

The Experiential Learning Advisory Committee (the committee) is developing a five-year strategy that aligns EL initiatives across the institution with student development goals, pedagogical strengths, and provincial mandates. This includes:

- Developing cost recovery proposals to support new sustainable, modern and scalable approaches for EL delivery.
- Growing curricular & co-curricular EL opportunities
- Advancing access to EL for underrepresented student populations.
- Supporting faculty innovation and curricular integration.

Environmental Scan

For the environmental scan related to the Experiential Learning Advisory Committee project, we are aiming to gather comprehensive, relevant, and up-to-date information from various sources. The environmental scan will focus on identifying best practices, systems, and tools used in the field of experiential learning (EL) across various institutions, including models, frameworks, technologies, and strategies that have demonstrated success.

Purpose & Methods

The purpose of this Best Practices and Literature Review is to assist the committee in their development of a five-year strategic plan to enhance and grow experiential learning opportunities at St. Francis Xavier University (StFX). This document will provide an overview of evidence-based scholarship and literature from government sources and other post-secondary institutions in Canada to allow committee members to conduct an informed reflection of current best practices in the field of experiential learning.

The focus of the literature discussed in this document is on material published within the past 5 years, to ensure a current overview of the experiential learning landscape in Canadian post-secondary institutions. While the majority of documents presented here fall into that time frame, in some cases the material pre-dates 2020 when it was especially relevant.

The research conducted for this report is based upon the guidance provided in the document "Draft Scope of Work for Librarian." Novanet, StFX's library catalogue, along with academic article databases (such as ERIC, ProQuest, JSTOR) were consulted. Books (including OER textbooks), scholarly articles and dissertations are all included in this report, along with links to university websites, institutional reports and government documents. Google searches were conducted to provide an overview of practices at other Canadian post-secondary institutions.

The major categories presented in this document were informed by the scoping guidelines mentioned above, as well as personal notes from the inaugural meeting of the committee on April 30, 2025.

Accompanying Zotero Bibliography

All sources are listed in the APA citation format in this report and are also available for the public to view online at this location : https://www.zotero.org/groups/6003276/stfx_experiential_learning_advisory_committee/items .

The Zotero library is organized in an identical manner to the sources in this document to allow for ease of browsing. It allows readers to skim the abstracts of the articles and to create additional bibliographies from the citation information provided. The citation information presented in this report is synced with the Zotero library and does not need further editing.
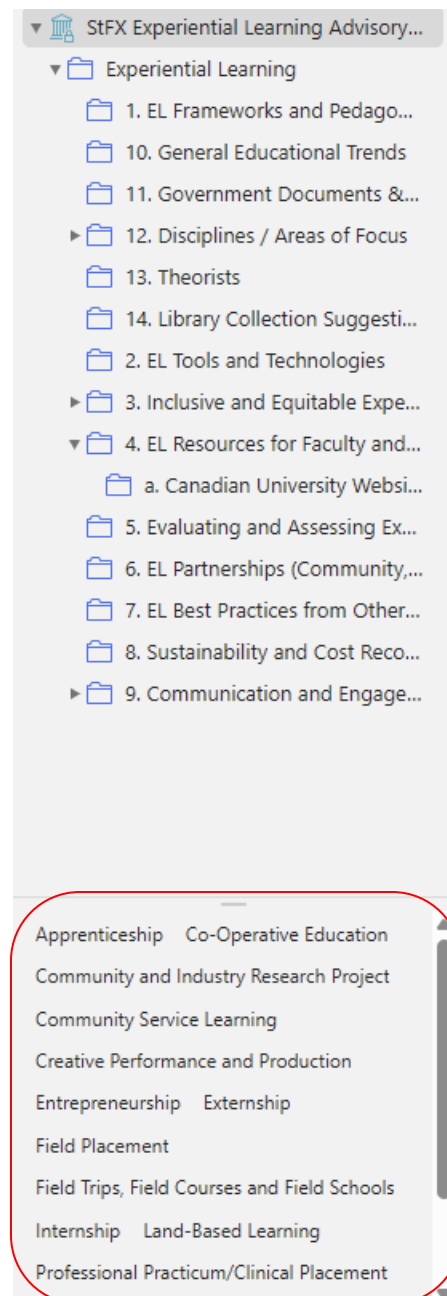
In some cases, identified scholarly articles fit into one or more of the several categories presented below, and as such are duplicated in the report. This is especially the case for discipline-specific articles.

Tags have been added to each article, reflective of the categories presented in *Schedule J - Provincial Curricular Experiential Learning Typology* of the 2025-2027 University Agreement between the Province of Nova Scotia and St. Francis Xavier University. Please note that these tags refer to curricular experiential learning programs only. Readers may click on a tag, highlighted in a red box on the screen shot on the right, to browse all articles and resources identified under these categories.

Relevant Scholarly Journals

The following journals are available via the Angus L. Macdonald Library or in an Open-Access format. It will be worthwhile for interested committee members to review the latest issues of these journals regularly.

- Assessment and Evaluation in Higher Education

- Assessment in Education: Principles, Policy and Practice

StFX Experiential Learning Advisory...
- Experiential Learning
  - 1. EL Frameworks and Pedago...
  - 10. General Educational Trends
  - 11. Government Documents &...
  - 12. Disciplines / Areas of Focus
  - 13. Theorists
  - 14. Library Collection Suggesti...
  - 2. EL Tools and Technologies
  - 3. Inclusive and Equitable Expe...
  - 4. EL Resources for Faculty and...
    - a. Canadian University Websi...
  - 5. Evaluating and Assessing Ex...
  - 6. EL Partnerships (Community,...
  - 7. EL Best Practices from Other...
  - 8. Sustainability and Cost Reco...
  - 9. Communication and Engage...

Apprenticeship   Co-Operative Education
Community and Industry Research Project
Community Service Learning
Creative Performance and Production
Entrepreneurship   Externship
Field Placement
Field Trips, Field Courses and Field Schools
Internship   Land-Based Learning
Professional Practicum/Clinical Placement

- Australasian Journal of University-Community Engagement

- Australasian Marketing Journal

- Canadian Journal for the Scholarship of Teaching and Learning

- Canadian Journal of Career Development

- Canadian Journal of Higher Education

- Educational Research Review

- Educational Technology Research and Development

- Experiential Learning and Teaching in Higher Education

- Global Citizenship Education: Challenges and Successes

- Higher Education

- Higher Education Research and Development

- Higher Education, Skills and Work-based Learning

- International Journal for Service Learning in Engineering

- International Journal of Learning

- International Journal of Practice-based Learning in Health and Social Care

- International Journal of Research on Service-Learning and Community Engagement

- International Journal of Technology Management

- International Journal of Work-Integrated Learning

- Journal of Adventure Education and Outdoor Learning

- Journal of Community Engagement and Scholarship

- Journal of Continuing Education and Professional Development

- Journal of Cooperative Education

- Journal of Education for Business

- Journal of Experiential Education

- Journal of Higher Education Outreach and Engagement

- Journal of Higher Education Policy and Management

- Journal of Interprofessional Care

- Journal of Learning Design

- Journal of Online Teaching and Learning

- Journal of Professional Issues in Engineering Education and Practice

- Journal of Public Scholarship in Higher Education

- Journal of Service Learning in Higher Education

- Journal of Teachers Education

- Journal of Teaching and Learning for Graduate Employability

- Journal of University Teaching and Learning Practice

- Journal of Vocational and Education and Training

- Journal of Workplace Learning

- Michigan Journal of Community Service Learning

- Partnerships: A Journal of Service-Learning and Civic Engagement

- Professional and Practice-based Learning

- Professional Development in Education

- Progress in Community Health Partnerships

- Reflective Practice Journal

- Research and Practice in Assessment

- Review of Educational Research

- Studies in Continuing Education

- Studies in Higher Education

- Teaching in Higher Education

- The Journal of Community Engagement and Higher Education

- The Journal of Experiential Education

- Undergraduate Journal of Service Learning and Community-Based Research

- Work-based Learning e-Journal International

Identified Categories and Relevant Literature

1. Experiential Learning Frameworks and Pedagogical Models

Search Terms:

- "Experiential learning frameworks"

- "Pedagogical models for experiential learning"

- "Best practices in experiential learning integration"

- "Service-learning models"

- "Work-integrated learning (WIL) models"

Sources to Explore:

- Academic journals and databases (e.g., ERIC, JSTOR, Google Scholar)

- Institutional reports from universities with established experiential learning programs

- Government and NGO reports on educational strategies

  - *No relevant sources were available from the MPHEC*

- Case studies on the integration of experiential learning in higher education curricula

  - *Please see below (Additional Categories – Disciplines) for a more comprehensive and disciplinary-specific overview of case studies and successful pedagogical models, as experienced in various classes and at various institutions across Canada in recent years.*

Recommended Reading

A quality framework for: Quality work-integrated learning. (2019, May 31). [Video]. https://taylorinstitute.ucalgary.ca/resources/a-quality-framework-for-work-integrated-learning

Arney, N. D., & Krygsman, H. P. (2022). Work-integrated learning policy in Alberta: A post-structural analysis. *Canadian Journal of Educational Administration and Policy*, *198*, 97–110. https://doi.org/10.7202/1086429ar

Bonica, M. J., Judge, R., Bernard, C., & Murphy, S. (2018). Open pedagogy benefits to competency development: From sage on the stage to guy in the audience. *The Journal of Health Administration Education*, *35*(1), 9–27.

Briggs, G. (2018). The future of community service-learning in Canada. *Engaged Scholar Journal*, *4*(1), 227–234. https://doi.org/10.15402/esj.v4i1.319

Burga, R., Rodriguez-Tejedo, I., & Indrajaya, A. N. (2025). *Critical reflections on innovative flourishing businesses in the context of the UN sustainable development goals*. https://books.lib.uoguelph.ca/criticalreflectionsoninnovativeflourishingbusinesses/

Burga, R., Lohrenz, J., Hoong, Y., Chaudhry, A., Indrajaya, A. N., Tejedo, I. R., Niyimbanira, F., Newton, L., Guedes, L., Carbone, G. T., & Meharunisa, S. (2025). *Student reflections on sustainability and business innovations: A global COIL (2024) perspective*. https://books.lib.uoguelph.ca/coilf2024/

Chambers, T. (2009). A continuum of approaches to service-learning within Canadian post-secondary education. *Canadian Journal of Higher Education*, *39*(2), 77-100.

Dorland, A., Finch, D. J., Levallet, N., Raby, S., Ross, S., & Swiston, A. (2020). An entrepreneurial view of universal work-integrated learning. *Education & Training*, *62*(4), 393–411. https://doi.org/10.1108/ET-11-2019-0260

Drewery, D., & Pretti, T. J. (2021). The building blocks of relevant work learning experiences. *International Journal of Work-Integrated Learning*, *22*(2), 241–251.

Eggiman-Ketter, J., Derrough, B., Wolfe, D., & Unger, J. (2024). Enablers and barriers to implementing an interdisciplinary experiential learning program for health and rehabilitation university students in a Canadian rehabilitation centre. *Archives of Physical Medicine and Rehabilitation*, *105*(4), e176–e176. https://doi.org/10.1016/j.apmr.2024.02.612

Global Quality WIL Framework. (2024). WACE. https://waceinc.org/Global-Quality-WIL-Framework

Ivkovic, D. (2020). Multilingualism, collaboration and experiential learning with multiple modalities: The case of Mondovision. *Innovation in Language Learning and Teaching*, *14*(4), 307–316. https://doi.org/10.1080/17501229.2019.1599002

LaCroix, E. (2024). Meso-foundations of experiential education in Ontario universities: A content analysis of the province's strategic mandate agreements. *The Canadian Journal of Higher Education*, *54*(1), 14–26.

Marshall, G. (n.d.). *Experiential Learning Framework*. eCampus Ontario. Retrieved May 28, 2025, from https://ecampusontario.pressbooks.pub/centennialcollegeexperientiallearningframework/

McRae, N., & Johnston, N. (2016). The development of a proposed global work-integrated learning framework. *Asia-Pacific Journal of Cooperative Education*, *17*(4), 337-.

Pretti, T. J., Etmanski, B., & Drewery, D. W. (2021). Development and validation of a future ready talent framework. *International Journal of Work-Integrated Learning*, *22*(3), 369-.

Service learning. (2018). [Literature search]. CERIC. https://ceric.ca/literature-searches/service-learning/

Stirling, A., Kerr, G., Banwell, J., MacPherson, E., & Heron, A. (2024). *A practical guide for work-integrated learning: Effective and inclusive practices to enhance the educational quality of structured work experiences offered through colleges and universities* (2nd Ed.). Higher Education Quality Council of Ontario. https://heqco.ca/pub/a-practical-guide-for-work-integrated-learning/

Stirling, A. E. (Ed)., & Pretti, T. J. (Ed.). (2021). *The practice of co-op and work-integrated learning in the Canadian context*. Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada), and The World Association for Cooperative and Work-Integrated Education (WACE). https://cewilcanada.ca/common/Uploaded%20files/EN/Resources/Educators/The_Practice_of_Co-op_and_Work-Integrated_Learning_in_the_Canadian_Context__2_.pdf

Stowe, L., Flanagan, K., Martineau, C., Kaipainen, E., & Kenny, N. (2024). *Revisioning the UCalgary experiential learning framework*. University of Calgary. https://teaching-learning.ucalgary.ca/sites/default/files/teams/1/25-UCalgaryELFramework-DRAFT.pdf

Study on experiential learning and pathways to employment for Canadian youth. (2018). Universities Canada. https://univcan.ca/wp-content/uploads/2018/03/study-on-experiential-learning-and-pathways-to-employment-for-canadian-youth-submission-march-2018accessible.pdf

Wan, S. (2021). Undergraduate research opportunities in Canadian higher education: An initial study. *International Journal of Work-Integrated Learning*, *22*(3), 397-.

West, L., & Stirling, A. (2021). Re-designing work study as work-integrated learning: Examining the impact of structured learning support in part-time on-campus employment. *International Journal of Work-Integrated Learning*, *22*(3), 385-.

What is work-integrated learning (WIL)? (n.d.). CEWIL Canada. Retrieved May 20, 2025, from https://cewilcanada.ca/CEWIL/CEWIL/About-Us/Work-Integrated-Learning.aspx

2. Experiential Learning Tools and Technologies

Search Terms:

- "EL tracking systems"

- "Work-integrated learning software"

- "Digital catalog for experiential learning"

- "EL platforms and tools for faculty and student engagement"

- "Systems for tracking co-curricular activities"

Sources to Explore:

- University websites and repositories that showcase EL tools

- Vendor websites for EL technology platforms (e.g., Orbis, Xplor)

- Library and information science publications on system design and implementation

- Case studies on the use of EL tracking tools in academia

Recommended Reading

CEWIL Canada data. (n.d.). Retrieved May 20, 2025, from
https://cewilcanada.ca/CEWIL/CEWIL/Resources/CEWIL-Data.aspx

Chapa, V. (2021, December 6). Symplicity acquires Orbis. *News*.
https://www.symplicity.com/news/symplicity-acquires-orbis

Co-curricular record. (n.d.). Dalhousie University. Retrieved May 23, 2025, from
https://www.dal.ca/campus_life/career-and-leadership/career-leadership-
programs/co-curricular-record.html

Dolphin, G., Dutchak, A., Karchewski, B., & Cooper, J. (2019). Virtual field experiences in
introductory geology: Addressing a capacity problem, but finding a pedagogical one.
Journal of Geoscience Education, 67(2), 114–130.
https://doi.org/10.1080/10899995.2018.1547034

EL hub. (n.d.). Dalhousie University. Retrieved May 29, 2025, from
https://www.dal.ca/faculty/arts/fass-ex-el-catalogue.html

Experiential learning. (n.d.). Retrieved May 23, 2025, from https://nbcc.ca/nbcc-
advantage/experiential-learning

*Government of Canada, E. and S. D. (2017, August 26). The innovative work-integrated
learning initiative [Program descriptions]. ESDC Programs and Policy Development.
https://www.canada.ca/en/employment-social-development/programs/work-
integrated-learning.html*

Outcome campus connect. (n.d.). Retrieved May 23, 2025, from
https://outcomecampusconnect.ca/About

Riipen: The #1 experiential learning platform for educators, learners, and employers. (n.d.).
Retrieved May 23, 2025, from https://www.riipen.com/

Student co-curricular management software: Modern campus involve. (n.d.). Modern Campus. Retrieved May 23, 2025, from https://moderncampus.com/products/student-engagement-and-learning-platform.html

UNB experience catalogue. (n.d.). Retrieved May 23, 2025, from https://experience.unb.ca/home/catalogue.htm

UNB Plus bridges the gaps between the classroom and the workplace through fun, engaging learning modules. (n.d.). Retrieved May 28, 2025, from https://blogs.unb.ca/sample-blog/2023/04/unb-plus.php

Verkuyl, M., Violato, E., Harder, N., Southam, T., Lavoie-Tremblay, M., Goldsworthy, S., Ellis, W., Campbell, S. H., & Atack, L. (2024). Virtual simulation in healthcare education: A multi-professional, pan-Canadian evaluation. *Advances in Simulation*, *9*(1), 3–3. https://doi.org/10.1186/s41077-023-00276-x

Virtu-WIL. (n.d.). Colleges & Institutes Canada. Retrieved May 29, 2025, from https://www.collegesinstitutes.ca/programs/virtu-wil/

Workshops. (2021, September 3). *Fanshawe Library Learning Commons*. https://www.fanshawelibrary.com/workshops/

3. Research on Inclusive and Equitable Experiential Learning

Search Terms:

- "Equity in experiential learning"
- "Barriers to experiential learning for underrepresented groups"
- "Inclusive pedagogy in experiential learning"
- "Experiential learning for marginalized student groups"
- "Diversity, equity, and inclusion in EL programs"

Sources to Explore:

- Scholarly articles on equity-focused experiential learning
- Institutional reports on diversity and inclusion in EL
- Research from organizations like the Canadian Alliance for Community Service-Learning (CACSL)

- *This organization is no longer active, see:*
  https://www.vec.ca/english/3/service-learning-canada.cfm

- Reports from educational and governmental organizations focused on social justice in education

Recommended Reading

Advancing work-integrated learning: Equity, Diversity, and Inclusion strategies in WIL. (n.d.). Business + Higher Education Roundtable. https://bher.ca/resource/equity-diversity-and-inclusion-strategies-in-wil

Bowen, T. (2020). Examining students' perspectives on gender bias in their work-integrated learning placements. *Higher Education Research and Development*, *39*(3), 411–424. https://doi.org/10.1080/07294360.2019.1677568

Chatoor, K., & Kaufman, A. (2023). *Inclusion in work-integrated learning: Lessons from administrators, employers and students*. Higher Education Quality Council of Ontario. https://heqco.ca/pub/inclusion-in-work-integrated-learning-lessons-from-administrators-employers-and-students/

Chatoor, K., & Balata, L. (2023). *Student identity and work-integrated learning (WIL): Exploring student experiences of WIL by demographic*. Higher Education Quality Council of Ontario. https://heqco.ca/pub/student-identity-and-work-integrated-learning-wil-exploring-student-experiences-of-wil-by-demographic/

Day, S. J. (2023). Collectively dreaming toward Indigenized school psychology education and training. *Canadian Journal of School Psychology*, *38*(1), 46–63. https://doi.org/10.1177/08295735221146357

Dean, A., Johnson, J. L., & Luhmann, S. (2019). *Feminist praxis revisited: Critical reflections on university-community engagement*. Wilfrid Laurier University Press.

EDI in WIL: A Case Study of Architecture, Engineering, and Construction Students. (n.d.). Business + Higher Education Roundtable. https://bher.ca/resource/edi-in-wil-a-case-study-of-architecture-engineering-and-construction-students

Feng, C.-Y., Song, W., Schein, D. D., & Clark, P. (2021). Evaluating experiential learning approaches for Asian students at North American universities. *International Education Studies*, *14*(10), 14-. https://doi.org/10.5539/ies.v14n10p14

Gatto, L. E., Pearce, H., Antonie, L., & Plesca, M. (2021a). Work integrated learning resources for students with disabilities: Are post-secondary institutions in Canada supporting this demographic to be career ready? *Higher Education, Skills and Work-Based Learning*, *11*(1), 125–143. https://doi.org/10.1108/HESWBL-08-2019-0106

Gatto, L. E., Pearce, H., Plesca, M., & Antonie, L. (2021b). Students with disabilities: Relationship between participation rates and perceptions of work-integrated learning by disability type. *International Journal of Work-Integrated Learning*, *22*(3), 287-.

Hossain-Khan, T., Drewery, D., Ademuyiwa, I., Fannon, A.-M., & Phillips-Davis, C. (2024). An investigation of barriers experienced by students from equity-deserving groups in a Canadian co-op program. *International Journal of Work-Integrated Learning*, *25*(1), 51–65.

Itano-Boase, M., Wijesingha, R., Cukier, W., Latif, R., & Hon, H. (2021). Exploring diversity and inclusion in work-integrated learning: An ecological model approach. *International Journal of Work-Integrated Learning*, *22*(3), 253-.

Klassen, P. N., & Chan, C. B. (2024). Strategies for restructuring dietetics education programs to improve nutrition equity in Indigenous populations: A narrative review. *Nutrients*, *16*(23), 4136-. https://doi.org/10.3390/nu16234136

Mashford-Pringle, A., & Stewart, S. L. (2019). Akiikaa (it is the land): Exploring land-based experiences with university students in Ontario. *Global Health Promotion*, *26*(3_suppl), 64–72. https://doi.org/10.1177/1757975919828722

Mei, J. (2021). *Disclosing mental health: The experience of post secondary students transitioning into a career/experiential learning environment* [Master's thesis, Wilfrid Laurier University]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=726eecb9-bdc9-4a21-aa52-c409d1ab8273

Nielsen, J., Livernoche, R., & Ramji, K. (2022). The Indigenous work-integrated learning resource hub: A needs-based approach to addressing barriers and opportunities for Indigenous students. *International Journal of Work-Integrated Learning*, *23*(2), 139-.

O'Connell, J., & Chew, S. (2022). *Equitable pathways to experiential learning: Exploring student perspectives on barriers and solutions* [Workshop]. https://taylorinstitute.ucalgary.ca/resources/equitable-pathways-to-experiential-learning

Oosman, S., Durocher, L., Roy, T. J., Nazarali, J., Potter, J., Schroeder, L., Sehn, M., Stout, K., & Abonyi, S. (2019). Essential elements for advancing cultural humility through a community-based physical therapy practicum in a Métis community. *Physiotherapy Canada*, *71*(2), 146–157. https://doi.org/10.3138/ptc.2017-94.e

Pennanen, K., & Guillet, L.-J. (2020). Experiential learning and archaeology: Reconciliation through excavation. *Papers on Postsecondary Learning and Teaching*, *4*, 58–67. https://doi.org/10.55016/ojs/pplt.v4Y2020.68854

Pirbhai-Illich, F., & Martin, F. (2020). Understanding hospitality and invitation as dimensions of decolonising pedagogies when working interculturally. In *Teacher Education for Sustainable Development and Global Citizenship* (1st ed., pp. 53–65). Routledge. https://doi.org/10.4324/9780429427053-6

Poitras Pratt, Y., Danyluk, P., Beech, S., Charlebois, S., Evans, C., Fehr, A., Nielsen, A., & Sanregret, A. (2019). Pathfinders: Realizing reconciliation through lessons learned. *Papers on Postsecondary Learning and Teaching*, *3*, 95–102. https://doi.org/10.55016/ojs/pplt.v3Y2019.53129

Pulsifer, K., Feagan, R. B., & Sliwinski, A. (2020). Race and participation in international experiential learning: Case-based exemplar of a habitat-university partnership in El Salvador. *Frontiers (Boston, Mass.)*, *32*(1), 60–79. https://doi.org/10.36366/frontiers.v32i1.434

Ramji, K., Kines, L., Hancock, R. L. A., & McRae, N. (2021). Developing and delivering a culturally relevant international work-integrated learning exchange for Indigenous students. *International Journal of Work-Integrated Learning*, *22*(3), 307-.

Readhead, A., Whittingham, L., Mckay, K., Bishop, C., & Hope, J. (2019). What's next? Post-secondary planning for youth with intellectual and/or developmental disabilities. *Journal on Developmental Disabilities*, *24*(1), 10–26.

Stirling, A., Milne, A., Taylor, A., & Goldman, A. (2021). Understanding barriers to engagement in an unpaid field placement: Applying the transtheoretical stages of behavior change model. *International Journal of Work-Integrated Learning*, *22*(3), 271-.

Taylor, A., Yochim, L., & Raykov, M. (2019). Service-learning and first-generation university students: A conceptual exploration of the literature. *The Journal of Experiential Education*, *42*(4), 349–363. https://doi.org/10.1177/1053825919863452

Transforming the post-secondary experience for Indigenous students in Canada. (2024, October 2). *Canada NewsWire*. https://www.proquest.com/docview/3111880491?pq-origsite=primo&accountid=13803

Zhang, Z. (2021). *Implications of an experiential food and environment-related course for Chinese and other international students* [Master's thesis, University of Manitoba]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=ca295480-1282-4425-a490-a7e9481b3ef2

4. Experiential Learning Resources for Faculty and Staff Support

Search Terms:

- "Faculty development for experiential learning"

- "Training resources for experiential learning"

- "Faculty engagement in work-integrated learning"

- "Professional development in experiential education"

Sources to Explore:

- Resources from the Teaching and Learning Centre (TLC)

- Reports on faculty workshops and training programs in experiential learning

- Online training platforms (e.g., Coursera, EdX) that offer faculty development in EL

- Articles on faculty experiences with integrating experiential learning into curricula

Recommended Reading

Agogué, M., & Robinson, M. A. (2021). "It does not do to dwell on teaching notes and forget to live": Instructor perspectives on integrating and adapting existing experiential exercises in large classes. *Journal of Management Education*, *45*(5), 690–714. https://doi.org/10.1177/1052562920944976

Faculty members and learning abroad: A proposed continuum of engagement. (2019). Canadian Bureau for International Education. Retrieved May 29, 2025, from https://cbie.ca/wp-content/uploads/2019/04/faculty-learning-abroad-en.pdf

Jadunandan, S. (2022). *Nurse educator experiences of virtual simulation debriefing practices* [Doctoral dissertation, Athabasca University]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=381d274c-6598-4e55-a9f5-1dcf0e566293

Knapp, K., Fannon, A.-M., Xing, I., Spinosa Radman, M., & Pretti, T. J. (2024). Building pedagogical partnerships: Exploring an innovativework-integrated learning initiative. *International Journal for Students as Partners*, *8*(2), 1–20. https://doi.org/10.15173/ijsap.v8i2.5637

LaCroix, E. (2025). Making sense of experiential education in Canada: The four lenses of faculty sensemaking. *Higher Education*, *89*(3), 611–628. https://doi.org/10.1007/s10734-024-01238-6

LaCroix, E. (2022). Organizational complexities of experiential education: Institutionalization and logic work in higher education. *The Journal of Experiential Education*, *45*(2), 157–171. https://doi.org/10.1177/10538259211028987

Law, M. P., & Finnigan, J. K. (2021). Letting your students fail: Overcoming failure experiences in undergraduate work-integrated learning. *International Journal of Work-Integrated Learning*, *22*(3), 357-.

Linkletter, I., Gray, B. C., Gedak, L., Churchley, J., & Cheng, J. (2024). *BCcampus FLO EdTech sandbox series*. BCcampus. https://opentextbc.ca/floedtechsandbox/

O'Connell, J., & Chew, S. (2022). *Equitable pathways to experiential learning: Exploring student perspectives on barriers and solutions* [Workshop]. https://taylorinstitute.ucalgary.ca/resources/equitable-pathways-to-experiential-learning

Hanrahan, T. (2020, April 6). Creating experiential learning opportunities in any course. *Faculty Focus: Higher Ed Teaching & Learning*. https://www.facultyfocus.com/articles/teaching-and-learning/experiential-learning-opportunities-in-any-course/

Steen, D. S. (2023). *Workplace role play scenarios*. Deakin University. https://doi.org/10.26187/deakin.24233626.v1

Young, T. (2024). *Understanding teaching supports during the rise of experiential learning* [Master's thesis, University of Toronto]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/3125949382?pq-origsite=primo

Faculty & Staff Support for EL from Canadian University Websites

This section provides links to the majority of Canadian Universities providing faculty and staff support in their learning and development of experiential learning opportunities.

About Experiential Learning. (n.d.). Retrieved May 28, 2025, from https://www.uoguelph.ca/experiential-learning/about-us/about-experiential-learning/

Career and experiential learning. (n.d.). uOttawa. Retrieved May 28, 2025, from https://www.uottawa.ca/study/career-experiential-learning

CSL for Faculty. (n.d.). Saint Mary's University. Retrieved May 28, 2025, from https://www.smu.ca/cel/students/communityservicelearning/cslforfaculty/

Experiential Education Resources. (n.d.). Faculty of Health, York University. Retrieved May 28, 2025, from https://www.yorku.ca/health/experiential-education-3/

Experiential Education—Faculty. (n.d.). University of Prince Edward Island. Retrieved May 28, 2025, from https://www.upei.ca/exed/faculty

Experiential Learning. (n.d.-a). Western University. Retrieved May 28, 2025, from https://experience.uwo.ca/index.html

Experiential Learning. (n.d.-b). University of Alberta. Retrieved May 28, 2025, from https://www.ualberta.ca/en/experiential-learning/index.html

Experiential Learning. (n.d.-c). St Thomas University. Retrieved May 28, 2025, from https://www.stu.ca/experientiallearning/

Experiential Learning at Ontario's Universities. (n.d.). Ontario's Universities. Retrieved May 28, 2025, from https://ontariosuniversities.ca/experiential-learning/

Experiential Learning: Connecting education to experience. (n.d.). Faculty of Social Sciences, McMaster University. Retrieved May 28, 2025, from https://socialsciences.careers.mcmaster.ca/experiential-learning/

Experiential learning faculty toolkit. (2024). Queen's University. https://www.queensu.ca/experientiallearninghub/sites/qelhwww/files/2024-06/EL%20Faculty%20Toolkit%20-%202024%20Final.pdf

Experiential Learning for faculty and staff. (n.d.). Concordia University. Retrieved May 28, 2025, from https://www.concordia.ca/academics/experiential-learning/faculty-staff.html

Experiential learning resources for online teaching and learning continuity. (n.d.). [Resource Library]. Taylor Institute for Teaching and Learning, University of Calgary. Retrieved May 23, 2025, from https://taylorinstitute.ucalgary.ca/resources/experiential-learning-continuity

Faculty & Staff. (n.d.). Experiential Learning, Toronto Metropolitan University (TMU). Retrieved May 28, 2025, from https://www.torontomu.ca/experiential-learning/faculty-staff/

Faculty & staff experiential learning resources. (n.d.). University of Windsor. Retrieved May 28, 2025, from https://www.uwindsor.ca/cces/1335/faculty-staff-experiential-learning-resources

Faculty Guidebook on Experiential Education. (n.d.). Brock University. Retrieved May 28, 2025, from https://brocku.ca/ccee/experiential-education/faculty-guidebook/

Learning Module: Foundations of Experiential Learning. (2024). Taylor Institute for Teaching and Learning, University of Calgary. https://taylorinstitute.ucalgary.ca/resources/module/foundations-experiential-learning

List of resources for online experiential learning. (n.d.). [Resource Library]. Taylor Institute for Teaching and Learning, University of Calgary. Retrieved May 23, 2025, from https://taylorinstitute.ucalgary.ca/resources/list-of-resources-for-online-experiential-learning

Stirling, A. (n.d.). Course and program development resources. Experiential Learning Hub, University of Toronto. Retrieved May 28, 2025, from *https://experientiallearning.utoronto.ca/faculty-staff/plan-and-implement/course-and-program-development-resources/*

Students. (n.d.). Toronto Metropolitan University (TMU). Retrieved May 28, 2025, from *https://www.torontomu.ca/experiential-learning/students/*

The Office of experiential learning. (n.d.). The Centre for the Advancement of Teaching and Learning, University of Manitoba. Retrieved May 28, 2025, from http://umanitoba.ca/centre-advancement-teaching-learning/experiential-learning

Transitioning from Hands-On to Online Experiential Learning. (n.d.). Taylor Institute for Teaching and Learning, University of Calgary. Retrieved May 23, 2025, from https://taylorinstitute.ucalgary.ca/resources/transitioning-from-hand-on-to-online-experiential-learning

University of Manitoba—Career, Community and Experiential Learning Centre (CCELC). (n.d.). University of Manitoba. Retrieved May 23, 2025, from http://umanitoba.ca/current-students/career-community-experiential-learning

Waterloo ExL. (n.d.). Centre for Teaching Excellence, University of Waterloo. Retrieved May 28, 2025, from https://uwaterloo.ca/centre-for-teaching-excellence/waterloo-exl

5. Evaluating and Assessing Experiential Learning

Search Terms:

- "Assessment of experiential learning"

- "Evaluating experiential learning outcomes"

- "Key performance indicators for experiential learning"

- "Rubrics for assessing work-integrated learning"

- "Experiential learning outcomes in higher education"

Sources to Explore:

- Academic journals focused on assessment and evaluation in education

- Case studies and reports from universities that have successfully assessed experiential learning

- Scholarly articles on developing rubrics and evaluation metrics for experiential learning

Recommended Reading

Advancing work-integrated learning: Performance assessment strategies in WIL. (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/performance-assessment-strategies-in-wil

Ashcroft, K., Lemanski, B., Fannon, A.-M., & Pretti, T. J. (2021). Microcredentials and work-integrated learning. *International Journal of Work-Integrated Learning*, *22*(3), 423-.

Bylica, K., Roland, S. L., & Benjamins, L. (2021). Brokering reflective spaces: Experiential learning in a summer opera program. *Arts and Humanities in Higher Education*, *20*(4), 426–447. https://doi.org/10.1177/14740222211007403

Chan, C. K. Y. (2023). *Assessment for experiential learning*. Taylor & Francis.

Eisenstein, A., Goh, C., & Istrate, E. (2021). Supervised entrepreneurial work-integrated learning. *International Journal of Work-Integrated Learning*, *22*(3), 413-.

Gregory, B. (2022). *Evaluating the effect of a pressure injury virtual simulation game on undergraduate nursing students' knowledge* [Master's thesis, Queen's University]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/2734702884?pq-origsite=primo

Greidanus, E., King, S., LoVerso, T., & Ansell, L. D. (2013). Interprofessional learning objectives for health team simulations. *The Journal of Nursing Education*, *52*(6), 311–316. https://doi.org/10.3928/01484834-20130509-02

Hébert, A., & Hauf, P. (2015). Student learning through service learning: Effects on academic development, civic responsibility, interpersonal skills and practical skills. *Active Learning in Higher Education*, *16*(1), 37–49. https://doi.org/10.1177/1469787415573357

Hulton, J., O'Rielly, L., Murdock, L., & Osgood, L. (2023). Reflecting on reflecting: How reflections were incorporated throughout a service-learning project in Honduras. *International Journal for Service Learning in Engineering*, *18*(2), 1–13. https://doi.org/10.24908/ijsle.v18i2.16536

McRae, N., Ramji, K., Lu, L., & Lesperance, M. (2016). Developing global-ready graduates: The CANEU-COOP experience. *Asia-Pacific Journal of Cooperative Education*, *17*(4), 377-.

Rusznyak, L., & Österling, L. (2024). What matters for competent teaching? A multinational comparison of teaching practicum assessment rubrics. *Teaching and Teacher Education*, *151*, 104745-. https://doi.org/10.1016/j.tate.2024.104745

Sproule, R., Drewery, D., & Pretti, J. (2019). Development of a rubric to assess lifelong learning in work-integrated learning reflection assignments. *Collected Essays on Learning and Teaching*, *12*, 94–105. https://doi.org/10.22329/celt.v12i0.5376

Tiessen, R. (2018). Improving student reflection in experiential learning reports in post-secondary institutions. *Journal of Education and Learning*, *7*(3), 1-.

Verkuyl, M., Violato, E., Harder, N., Southam, T., Lavoie-Tremblay, M., Goldsworthy, S., Ellis, W., Campbell, S. H., & Atack, L. (2024). Virtual simulation in healthcare education: A multi-professional, pan-Canadian evaluation. *Advances in Simulation*, *9*(1), 3–3. https://doi.org/10.1186/s41077-023-00276-x

Whalen, K., & Paez, A. (2021). Student perceptions of reflection and the acquisition of higher-order thinking skills in a university sustainability course. *Journal of Geography in Higher Education*, *45*(1), 108–127. https://doi.org/10.1080/03098265.2020.1804843

Whyte, C. (2022). Adventures in intergenerational service-learning: Laughter, friendship, and life advice. *Canadian Journal on Aging*, *41*(2), 243–251. https://doi.org/10.1017/S0714980821000076

Wilson, J., Yates, T., Gobeil, M., Aitken, A., & Lewis, K. (2024). Experiential learning assessment in post-secondary education. *The Canadian Journal for the Scholarship of Teaching and Learning*, *15*(3). https://doi.org/10.5206/cjsotlrcacea.2024.3.16934

Yates, T., Wilson, J., & Purton, K. (2015). Surveying assessment in experiential learning: A single campus study. *The Canadian Journal for the Scholarship of Teaching and Learning*, *6*(3), 1–27. https://doi.org/10.5206/cjsotl-rcacea.2015.3.4

6. Experiential Learning Partnerships (Community, Employer, etc.)

Search Terms:

- "Community partnerships in experiential learning"

- "Employer partnerships for work-integrated learning"

- "Collaborations in experiential education"

- "Community-engaged learning partnerships"

Sources to Explore:

- Reports from universities with established partnerships (e.g., co-op programs, service learning)

- Government publications on employer-education partnerships

- Industry reports on the role of experiential learning in workforce development

- Case studies from institutions with strong community or employer engagement in EL

Recommended Reading

Ademuyiwa, I., Drewery, D., Eady, M. J., & Fannon, A.-M. (2023). Work experience reduces a gender-based gap in time on tasks with supervisors in co-operative education. *International Journal of Work-Integrated Learning*, *24*(3), 293–303.

Asafo-Adjei, E. (2020). *The experiential learning connections between university and community: Recent Ontario experience* [Master's thesis, University of Western Ontario]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/2714870044?pq-origsite=primo

Booth, A. L., Aben, K., Otter, B., Corrigall, T., Ray, C., & Earley, S. (2020). Carbon management and community-based action learning: A theory to work experience. *Action Learning*, *17*(1), 62–71. https://doi.org/10.1080/14767333.2020.1712845

Booth, A., Earley, S., Aben, K., Otter, B., Corrigal, T., & Ray, C. (2020). Action learning partnerships: Carbon, commerce and community co-learning at a Canadian university. *International Journal of Sustainability in Higher Education*, *21*(5), 943–957. https://doi.org/10.1108/IJSHE-02-2020-0071

Briggs, G. (2018). The future of community service-learning in Canada. *Engaged Scholar Journal*, *4*(1), 227–234. https://doi.org/10.15402/esj.v4i1.319

Buzzelli, M., & Asafo-Adjei, E. (2023). Experiential learning and the university's host community: Rapid growth, contested mission and policy challenge. *Higher Education*, *85*(3), 521–538. https://doi.org/10.1007/s10734-022-00849-1

Chidwick, H., Kapiriri, L., & Mak, A. (2024). Stakeholder perspectives of experiential education in tertiary institutions and learning from COVID-19. *The Journal of Experiential Education*, *47*(3), 443–464. https://doi.org/10.1177/10538259231192015

Drewery, D. W., Pretti, T. J., & Church, D. (2022). Signaling "student-oriented" job opportunities enhances job attractiveness in work-integrated learning programs. *Higher Education Research and Development*, *41*(2), 346–359. https://doi.org/10.1080/07294360.2020.1857346

EDI in WIL: A case study of architecture, engineering, and construction students. (n.d.). Business + Higher Education Roundtable. https://bher.ca/resource/edi-in-wil-a-case-study-of-architecture-engineering-and-construction-students

Kabakova, P. (2019). *Monitoring the short-term outcomes of project-based UXD community-engaged learning courses* [Master's thesis, University of Toronto]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/2318799762?pq-origsite=primo

Innovative WIL: A case study of social science, humanities, and arts in the tech sector. (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/innovative-wil-a-case-study-of-social-science-humanities-and-arts-students-in-the-tech-sector

Innovative WIL: A case study of student talent for small- and medium-sized enterprises. (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/innovative-wil-a-case-study-of-student-talent-for-small-and-medium-sized-enterprises

Innovative work-integrated learning: Smarter skills solutions for Canada's SMEs. (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/innovative-work-integrated-learning-smarter-skills-solutions-for-canadas-smes

Ivkovic, S. S., & McRae, N. (2021). Improving engagement of interns and employers with the United Nation's sustainable development goals. *International Journal of Work-Integrated Learning*, *22*(3), 345-.

Lasrado, F., Dean, B., & Eady, M. (2024). University-workplace partnerships in work-integrated learning: A scoping review. *International Journal of Work-Integrated Learning*, *25*(4), 565–602.

Levkoe, C. Z., Cameron, N., Galway, L. P., Portinga, R. L. W., Hanson, R., Milun, K., & Vye, E. (2024). A watershed approach to co-creating just sustainabilities: Reflections from the Lake Superior living labs network. *Interdisciplinary Journal of Partnership Studies*, *11*(2), 8-. https://doi.org/10.24926/ijps.v11i2.5928

Manuel, L. (2023). *Experiential marketing: Collaborating with community partners through live client projects*. Fanshawe College Pressbooks. https://ecampusontario.pressbooks.pub/experientialmarketing/

Simmons, G. (2021). *Our needs will not diminish: Perspectives of Ontario non-profit organizations on experiential learning partnerships with post-secondary institutions* [Master's thesis, University of Toronto]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/2608222997?pq-origsite=primo

Sponsored degrees: Transforming talent development for Canada's tech companies. (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/sponsored-degrees-transforming-talent-development-for-canadas-tech-companies

Working in good ways: A framework and resources. (n.d.). University of Manitoba. Retrieved May 23, 2025, from http://umanitoba.ca/community-engaged-learning/working-in-good-ways

Work-integrated learning employer guide. (2023). Nova Scotia Community College. https://pressbooks.atlanticoer-relatlantique.ca/wilemployer/

Work-integrated learning: Service learning guide. (2023). Nova Scotia Community College. https://pressbooks.atlanticoer-relatlantique.ca/wilservicelearn/

7. Experiential Learning Best Practices from Other Institutions

Search Terms:

- "Case studies of experiential learning programs"

- "Best practices in experiential learning across universities"

- "Successful models of experiential learning integration"

Sources to Explore:

- Institutional research and reports (e.g., from universities known for strong EL programs like University of Waterloo, University of Toronto)

- Benchmarking studies from organizations like CEWIL (Co-operative Education and Work-Integrated Learning Canada)

- Academic journals and books documenting successful EL programs

Recommended Reading

Calvert, V., & Montemayor, H. V. (2018). Community service-learning: Why can't Canada be more like Mexico? *Engaged Scholar Journal*, *4*(1), 39–59. https://doi.org/10.15402/esj.v4i1.307

Dyjur, P., Braun, R., Saito, K., & Kaipanen, E. (2020). Capturing experiential learning in a program by curriculum mapping. *Papers on Postsecondary Learning and Teaching*, *4*, 101–109. https://doi.org/10.55016/ojs/pplt.v4Y2020.68645

Gill, H., Ahsan, M., Khalil, Y., Feng, V., Pearce, J., Sharma, T., Radwan, M., Boucinha, A., & Kærn, M. (2022). The BioExperience research and entrepreneurship challenge: An iGEM-inspired applied research program for BIOSTEM talent and skills development. *Frontiers in Bioengineering and Biotechnology*, *10*, 1046723–1046723. https://doi.org/10.3389/fbioe.2022.1046723

Johnston, N., & Sator, A. J. (2017). Experiential education in BC post-secondary institutions: Challenges and opportunities. In *British Columbia Council on Admissions and Transfer*. British Columbia Council on Admissions and Transfer. http://eric.ed.gov/ERICWebPortal/detail?accno=ED586098

Levkoe, C. Z., Erlich, S., & Archibald, S. (2019). Campus food movements and community service-learning: Mobilizing partnerships through the good food challenge in Canada. *Engaged Scholar Journal*, *5*(1), 57–76. https://doi.org/10.15402/esj.v5i1.67849

Matthews, J. I., Zok, A. V., Quenneville, E. P. M., & Dworatzek, P. D. N. (2014). Development and implementation of FRESH – a post-secondary nutrition education program incorporating population strategies, experiential learning and intersectoral partnerships. *Canadian Journal of Public Health*, *105*(4), e306–e311. https://doi.org/10.17269/cjph.105.4481

Mauro, E., Mania, K., Ubels, N., Holroyd, H., Towle, A., & Murray, S. (2024). Reciprocity in community-engaged learning: A case study of an undergraduate knowledge exchange project in an over-researched urban community. *Michigan Journal of Community Service Learning*, *30*(1), 1-. https://doi.org/10.3998/mjcsl.3795

Nowell, L., Grant, K. A., Berenson, C., Dyjur, P., Jeffs, C., Kelly, P., Kenny, N., & Mikita, K. (2020). Innovative certificate programs in university teaching and learning: Experiential learning for graduate students and postdoctoral scholars. *Papers on Postsecondary Learning and Teaching*, *4*, 85–95. https://doi.org/10.55016/ojs/pplt.v4Y2020.68600

8. Sustainability and Cost Recovery in Experiential Learning

Search Terms:

- "Cost recovery models for experiential learning"

- "Sustainable models for experiential learning delivery"

- "Funding models for experiential learning"

- "Revenue generation for experiential learning programs"

Sources to Explore:

- Reports from universities that have implemented cost recovery or sustainable funding models

- Articles on financial sustainability in higher education programs

- Government or funding agency reports on experiential learning funding

Recommended Reading

Chang, H. B., & Huang, W.-J. (2022). Stakeholder Workshops as a Pedagogical Method for Experiential Learning in Collaborative Planning Education. *Planning Practice & Research*, *37*(4), 427–445. https://doi.org/10.1080/02697459.2021.2019523

Cowart, M. R. (2010). Growing and funding experiential learning programs: A recipe for success. *New Directions for Teaching and Learning*, *2010*(124), 63–68. https://doi.org/10.1002/tl.422

Educated investments: Supporting students for a better future. (2020). [Budget Submission]. Ontario Undergraduate Student Alliance. https://www.ousa.ca/submission_2020_budget

Financial supports catalogue. (n.d.). [Catalogue]. Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/financial-supports-catalogue

How to calculate your ROI. (n.d.). [Guide]. Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/how-to-calculate-your-roi

May, D. R. (2017). Student perceived value of intensive experiential learning. *International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship*, *12*(1), Article 1. https://doi.org/10.24908/ijsle.v12i1.6662

Sidhu, R., & Gage, W. H. (2021). Enhancing the odds of adopting e-learning or community-focused experiential learning as a teaching practice amongst university faculty. *Heliyon*, *7*(4), e06704. https://doi.org/10.1016/j.heliyon.2021.e06704

Steckley, M., & Steckley, J. (2022). E-volunteering as international experiential learning: Student and community perspectives. *Canadian Journal of Development Studies*, *43*(2), 237–258. https://doi.org/10.1080/02255189.2021.1952856

Stirling, A., Kerr, G., Banwell, J., MacPherson, E., & Heron, A. (2024). *A practical guide for work-integrated learning: Effective and inclusive practices to enhance the educational quality of structured work experiences offered through colleges and universities* (2nd Ed.). Higher Education Quality Council of Ontario. https://heqco.ca/pub/a-practical-guide-for-work-integrated-learning/

9. Communication and Engagement Strategies for EL Programs

Search Terms:

- "Communication strategies for experiential learning"

- "Marketing EL opportunities to students"

- "Student engagement in experiential learning"

- "Promoting experiential learning through social media"

Sources to Explore:

- Marketing and communications journals related to higher education

- University websites and outreach materials promoting EL programs

  - See the section covering Canadian university websites under "EL Resources for Faculty and Staff Support." As many of those same websites have sections for students and the promotion of EL in general.

- Research on student engagement strategies and EL promotion

Recommended Reading

Experiential learning external resources. (n.d.). Business and Education Partnership of
    Waterloo Region. Retrieved May 28, 2025, from https://www.bepwr.ca/experiential-
    learning/external-resources

Experiential learning plan, 2020-2025. (n.d.). University of Calgary. Retrieved May 28, 2025,
    from https://www.ucalgary.ca/provost/sites/default/files/teams/2/2020-25-
    UCalgary-Experiential-Learning-Plan-Digital.pdf

Guidelines and Procedures. (n.d.). Experiential Learning Hub, University of Toronto.
    Retrieved May 22, 2025, from https://experientiallearning.utoronto.ca/guidelines-
    and-procedures/

LaCroix, E. (2024). Meso-foundations of experiential education in Ontario universities: A
    content analysis of the province's strategic mandate agreements. *The Canadian
    Journal of Higher Education*, *54*(1), 14–26.

Loney, E., Beauquis, C., Hearn, A., MacGregor, S., Krishnan, P., Puvimanasinghe, D.,
    DesRoches, E., Fogel, J., Liang, J. Z. X., & Tseng, C. Y.-M. (2022, February 28).
    Student preparation modules for experiential learning. eCampus Ontario DSpace;
    eCampusOntario Special Collections. https://openlibrary-
    repo.ecampusontario.ca/jspui/handle/123456789/1598

Peters, J., & Shewan, K. (2024). *Navigating new ground: Perspectives from Canada's WIL
    ecosystem*. CEWIL Canada.
    https://cewilcanada.ca/common/Uploaded%20files/Public%20Resources/Reports/
    Navigating%20New%20Ground%20-
    %20Perspectives%20From%20Canada%20WIL%20Ecosystem.pdf

Shared perspectives: A joint publication on preparing students for the workforce. (2019).
    Canadian Alliance of Student Associations. https://www.casa-
    acae.com/shared_perspectives_a_joint_publication_on_preparing_students_for_th
    e_workforce

Stevens, T., Pretti, J., & McRae, T. (2020). *Preparing for the future of work through work
    integrated learning* [White paper]. University of Waterloo. https://uwaterloo.ca/work-
    learn-institute/sites/default/files/uploads/files/wil_whitepaper-preparing-for-the-
    fow.pdf

Stirling, A. E. (Ed)., & Pretty, T. J. (Ed.). (2021). *The practice of co-op and work-integrated
    learning in the Canadian context*. Co-operative Education and Work-Integrated

Learning Canada (CEWIL Canada), and The World Association for Cooperative and Work-Integrated Education (WACE). https://cewilcanada.ca/common/Uploaded%20files/EN/Resources/Educators/The _Practice_of_Co-op_and_Work-Integrated_Learning_in_the_Canadian_Context__2_.pdf

Types of WIL. (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/types-of-wil

UNB Newsroom. (2023, March 1). Experiential learning programs provide students with a competitive advantage [University of New Brunswick]. *UNB News*. https://blogs.unb.ca/newsroom/2023/03/experiential-learning.php

Wilson, M., & Mackie, K. (2018). *Learning by doing: Postsecondary experiential education*. https://ecampusontario.pressbooks.pub/adultedpseee/

Work-integrated learning employer guide. (2023). Nova Scotia Community College. https://pressbooks.atlanticoer-relatlantique.ca/wilemployer/

Work-integrated learning faculty guide. (2023). Nova Scotia Community College. https://pressbooks.atlanticoer-relatlantique.ca/wilfaculty/

Work-integrated learning: Service learning guide. (2023). Nova Scotia Community College. https://pressbooks.atlanticoer-relatlantique.ca/wilservicelearn/

Work-integrated learning student guide. (2023). Nova Scotia Community College. https://pressbooks.atlanticoer-relatlantique.ca/wilstudent/

Student Outcomes & Success

A great number of articles focused on the benefit of WIL or EL to student success in the labour market and beyond. Those articles are included below.

Amarathunga, B. (2024). Work integrated learning and trending areas for future studies: A systematic literature review and bibliometric analysis. *Asian Education and Development Studies*, *13*(2), 97–116. https://doi.org/10.1108/AEDS-12-2023-0175

Andrade, A., Chopra, S., Nurlybayev, B., & Golab, L. (2018). Quantifying the impact of entrepreneurship on cooperative education job creation. *International Journal of Work-Integrated Learning*, *19*(1), 51-.

Arnot, M., Kim, J., French, M., Lin, S. Y., Pashley, C., & Laposa, R. R. (2025). Students perceive similar gains in collaboration, communication and professional skills in two distinct experiential learning courses. *Pharmacology Research & Perspectives*, *13*(2), e70095-n/a. https://doi.org/10.1002/prp2.70095

Canadian Council on Learning & Ontario Ministry of Education. (2009). *Impact of experiential learning programs on student success*. Canadian Council on Learning.

Chatoor, K., Effah, H., Shah, H., & Kaufman, A. (2024). *Navigating the transition from school to work: The impact of career development activities and services on graduate labour market outcomes*. Higher Education Quality Council of Ontario. https://heqco.ca/pub/navigating-the-transition-from-school-to-work-the-impact-of-career-development-activities-and-services-on-graduate-labour-market-outcomes/

Drewery, D., & Pretti, J. (2023). The role of lifelong learning characteristics and learning approaches in preparing students for successful work adjustment. *International Journal of Work-Integrated Learning*, *24*(3), 359–370.

Drewery, D. W., Pretti, T. J., & Church, D. (2022). Signaling "student-oriented" job opportunities enhances job attractiveness in work-integrated learning programs. *Higher Education Research and Development*, *41*(2), 346–359. https://doi.org/10.1080/07294360.2020.1857346

Dupuis, C. E. (2020). *Exploring experiential education and post-secondary student employability skills: A twenty-year review* [Master's thesis, University of Manitoba]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=aa1c6c7a-0b4a-47b3-b9ce-ddac4af36387

Experiential learning and career development. (2022). [Literature Search]. CERIC. https://ceric.ca/literature-searches/experiential-learning-and-career-development/

Kalas, P., & Raisinghani, L. (2019). Assessing the impact of community-based experiential learning: The case of biology 1000 students. *International Journal of Teaching and Learning in Higher Education*, *31*(2), 261-.

Knapp, K., & Drewery, D. (2025). Examining first year co-operative education students' responses to stressful events during the job search and application process. *International Journal of Work-Integrated Learning*, *25*(1), 75–88.

Peters, J., Kelland, J., & Sattler, P. (2014). *Work-integrated learning in Ontario's postsecondary sector: Graduate pathways*. https://canadacommons-ca.libproxy.stfx.ca/artifacts/1190559/work-integrated-learning-in-ontarios-postsecondary-sector/1743683/

Sherman, P., & Boukydis, O. (2020). Framing undergraduate perspectives on experiential learning within Soka education theory. *IAFOR Journal of Education*, *8*(3), 77–94. https://doi.org/10.22492/ije.8.3.05

Wyonch, R., & Seward, B. (2023). From class to career: How work integrated learning benefits graduates looking for jobs. *Commentary - C.D. Howe Institute*, *642*, 0_1-17.

10. General Educational Trends Relevant to Experiential Learning

Search Terms:

- "Future trends in experiential learning"

- "Higher education trends in experiential education"

- "Post-pandemic experiential learning models"

Sources to Explore:

- Academic journals on future trends in education

- Reports from educational think tanks (e.g., EDUCAUSE, the Chronicle of Higher Education)

    - EDUCAUSE and The Chronicle of Higher Education are American organisations, I did not see the benefit of adding resources from this think tank to the purpose of this environmental scan.

- Articles on adapting EL models to digital or hybrid learning environments post-pandemic

Recommended Reading

Andrews, J., & Ramji, K. (2020). Connecting work-integrated learning and career development in virtual environments: An analysis of the UVic leading edge. *International Journal of Work-Integrated Learning*, *21*(5), 643–656.

Ashcroft, K., Etmanski, B., Fannon, A.-M., & Pretti, T. J. (2021). Microcredentials and work-integrated learning. *International Journal of Work-Integrated Learning*, *22*(3), 423-.

Braun, R. A. (2020). Into the wild experiential learning yonder: Community café participant hypotheses on what's next for experiential learning. *Papers on Postsecondary Learning and Teaching*, *4*, 1–8. https://doi.org/10.55016/ojs/pplt.v4Y2020.68631

Cahuas, M. C., & Levkoe, C. Z. (2017). Towards a critical service learning in geography education: Exploring challenges and possibilities through Testimonio. *Journal of Geography in Higher Education*, *41*(2), 246–263. https://doi.org/10.1080/03098265.2017.1293626

Chatoor, K. (2023). *Working (and learning) online: Improving remote work-integrated learning experiences for students and employers*. Higher Education Quality Council of Ontario. https://heqco.ca/pub/working-and-learning-online-improving-remote-work-integrated-learning-experiences-for-students-and-employers/

Corbett, P., & Rosen, J. R. (2020). Supporting twenty-first-century students with an across-the-curriculum approach to undergraduate research. *Scholarship and Practice of Undergraduate Research*, *3*(3), 4–13. https://doi.org/10.18833/spur/3/3/9

Deibert, S., Ritchie, S., Oddson, B., Michel, G., & Tetzlaff, E. (2023). From Sudbury to Sogog: Stories from a Canadian student's health promotion without borders excursion to Mongolia. *Diversity of Research in Health Journal*, *6*(2), 41–50. https://doi.org/10.28984/drhj.v6i2.442

Doran, M. (2022). *A virtual education intervention to approximate hands-on-learning: Via task-centered learning praxis* [Doctoral dissertation, Athabasca University]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=bbd73f3f-c40f-4c6e-abb2-8ddd13b1aa23

Dyson, B. (2023). Assessing the replicability of cognitive psychology during remote experiential learning via mobile phone technology. *Collabra. Psychology*, *9*(1). https://doi.org/10.1525/collabra.88320

Elias-Cartwright, K. L. (2021). *Experiential learning for all! An institutional analysis of how university administrators responded to the Ontario government's call to action* [Doctoral dissertation, University of Toronto]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/2610891448?pq-origsite=primo

Knapp, K., Xing, I., & Drewery, D. (2023). Implications of remote work for co-operative education students' workplace friendships. *International Journal of Work-Integrated Learning*, *24*(4), 505–521.

Krigstin, S., Cardoso, J., Kayadapuram, M., & Wang, M. L. (2023). Benefits of adopting wild pedagogies in university education. *Forests*, *14*(7), 1375-. https://doi.org/10.3390/f14071375

List of resources for online experiential learning. (n.d.). [Resource Library]. Taylor Institute for Teaching and Learning, University of Calgary. Retrieved May 23, 2025, from https://taylorinstitute.ucalgary.ca/resources/list-of-resources-for-online-experiential-learning

MacDowell, P., Moskalyk, K., Korchinski, K., & Morrison, D. (2024). Preparing educators to teach and create with generative artificial intelligence. *Canadian Journal of Learning and Technology*, *50*(4), 1–23. https://doi.org/10.21432/cjlt28606

McCallum, K., Sharma, M., & Styler, S. A. (2024). "Chemistry in the art gallery": Student-teacher perspectives on developing and delivering an experiential course module at McMaster University. *Journal of Chemical Education*, *101*(9), 3757–3766. https://doi.org/10.1021/acs.jchemed.4c00175

McKeen, S. (2025, April 30). Here is how experiential learning can save colleges from AI. *University Business*. https://universitybusiness.com/here-is-how-experiential-learning-can-save-colleges-from-ai/

Moreau, K. A., Giroux, C., Adam, H., Eady, K., Kane, R., Milley, P., Labelle, P., & Sikora, L. (2021). *Reimagining experiential learning in online courses for the digital economy*. University of Ottawa. https://www.sshrc-crsh.gc.ca/society-societe/community-communite/ifca-iac/evidence_briefs-donnees_probantes/skills_work_digital_economy-competences_travail_economie_numerique/moreau-eng.aspx

Paris, R., & Biggs, M. (2018). Why Canada needs a global education strategy. *International Journal (Toronto)*, *73*(1), 146–157. https://doi.org/10.1177/0020702018768481

Snow, K., Wardley, L., Carter, L., & Maher, P. (2019). Lived experiences of online and experiential learning in four undergraduate professional programs. *Collected Essays on Learning and Teaching*, *12*, 79–93. https://doi.org/10.22329/celt.v12i0.5388

Suresh Kumar, D. (2023). *How to be successful in hyflex learning—Student and teacher's perspectives* [Master's thesis, Memorial University of Newfoundland]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=e5baf4a0-7f89-4ecf-aeb5-eab59e9d609c

Additional Categories

During the research process for this project, a few additional relevant themes appeared.

1. Disciplines, Special Areas of Focus & Case Studies

Many of the articles I found showcased and examined a particular experience in experiential learning within a particular discipline or class. When that program or department was also offered at StFX, I decided to organize the research as appropriate in this section. Please note that I did not specifically search for particular disciplines/programs methodically for this section, but decided to present them here as

and when they appeared in the search results for the categories mentioned above. Certainly, a more granular focus on EL case studies in the disciplines could allow for an expansion of this section.

No annotations are provided in this section, if an article was found to be particularly relevant, it was included in one of the pre-identified sections and commented on there.

Disciplines

1. Arts & Humanities

Asafo-Adjei, E. (2020). *The experiential learning connections between university and community: Recent Ontario experience* [Master's thesis, University of Western Ontario]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/2714870044?pq-origsite=primo

Buzzelli, M., & Asafo-Adjei, E. (2023). Experiential learning and the university's host community: Rapid growth, contested mission and policy challenge. *Higher Education*, 85(3), 521–538. https://doi.org/10.1007/s10734-022-00849-1

Carra-Salsberg, F., Figueredo, M., & Jeon, M. (2022). *Curriculum design and praxis in language teaching: A globally informed approach* (First edition.). University of Toronto Press. https://doi.org/10.3138/9781487528928

Cohen, E., & Macekura, S. (2022). State of the field: A comparative analysis of international development studies majors in Canada, the United Kingdom and United States. *Journal of International Development*, *34*(7), 1282–1301. https://doi.org/10.1002/jid.3631

Day, S. J. (2023). Collectively dreaming toward Indigenized school psychology education and training. *Canadian Journal of School Psychology*, *38*(1), 46–63. https://doi.org/10.1177/08295735221146357

Dean, A., Johnson, J. L., & Luhmann, S. (2019). *Feminist praxis revisited: Critical reflections on university-community engagement*. Wilfrid Laurier University Press.

Djiecheu, Y. (2023). Authenticité et contextes d'enseignement de l'anglais et du français au Canada. *Etudes en didactique des langues*, *40*, 7–25.

Dyson, B. (2023). Assessing the replicability of cognitive psychology during remote experiential learning via mobile phone technology. *Collabra. Psychology*, *9*(1). https://doi.org/10.1525/collabra.88320

Forlini, S. (2017, April 6). *Experiential and community-engaged learning in literary studies*. Resource Library, Taylor Institute for Teaching and Learning, University of Calgary.

https://taylorinstitute.ucalgary.ca/resources/experiential-and-community-engaged-learning-in-literary-studies

Ivkovic, D. (2020). Multilingualism, collaboration and experiential learning with multiple modalities: The case of Mondovision. *Innovation in Language Learning and Teaching*, *14*(4), 307–316. https://doi.org/10.1080/17501229.2019.1599002

Innovative WIL: A case study of social science, humanities, and arts in the tech sector (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/innovative-wil-a-case-study-of-social-science-humanities-and-arts-students-in-the-tech-sector

Karn, S. (2024). Walking in their footsteps: Historical empathy and experiential learning on battlefield study tours. *Historical Encounters*, 11(1), 30–42. https://doi.org/10.52289/hej11.103

Kenyon, K. H., Khan, S. A., Vowell, F., & Zienkiewicz, M. (2025). Unsettling the familiar: Experiential human rights learning through civic monuments at the University of Winnipeg. *Journal of Human Rights Practice*, *17*(1), 78–97. https://doi.org/10.1093/jhuman/huae029

Marcel, F. (2020). *Mobile Mixed Reality Technologies for Language Teaching and Learning* [Doctoral dissertation, University of Toronto]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=e64f0d06-375a-4239-8ae3-dde9e7b8993d

Mauro, E., Mania, K., Ubels, N., Holroyd, H., Towle, A., & Murray, S. (2024). Reciprocity in community-engaged learning: A case study of an undergraduate knowledge exchange project in an over-researched urban community. *Michigan Journal of Community Service Learning*, *30*(1), 1-. https://doi.org/10.3998/mjcsl.3795

Tokarz, W., & Zapata, G. C. (2008). Community service learning and 2L students' intercultural communicative competence. In *Language Across Disciplinary Boundaries* (Vol. 1, pp. 281–297). Information Age Publishing. https://www.academia.edu/128419965/Community_Service_Learning_and_2L_Students_Intercultural_Communicative_Competence

Rostamian, A. (2024). *A Canadian case of experiential learning and capital acquisition through a domestic student exchange program* [Doctoral dissertation, University of Toronto]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/3128230606?pq-origsite=primo

2. Business

Andrade, A., Chopra, S., Nurlybayev, B., & Golab, L. (2018). Quantifying the impact of entrepreneurship on cooperative education job creation. *International Journal of Work-Integrated Learning, 19*(1), 51-.

Burga, R., Lohrenz, J., Hoong, Y., Chaudhry, A., Indrajaya, A. N., Tejedo, I. R., Niyimbanira, F., Newton, L., Guedes, L., Carbone, G. T., & Meharunisa, S. (2025). *Student reflections on sustainability and business innovations: A global COIL (2024) perspective*. Ruben Burga. https://books.lib.uoguelph.ca/coilf2024/

Dorland, A., Finch, D. J., Levallet, N., Raby, S., Ross, S., & Swiston, A. (2020). An entrepreneurial view of universal work-integrated learning. *Education & Training (London), 62*(4), 393–411. https://doi.org/10.1108/ET-11-2019-0260

Eisenstein, A., Goh, C., & Istrate, E. (2021). Supervised entrepreneurial work-integrated learning. *International Journal of Work-Integrated Learning, 22*(3), 413-.

Ho, C. (2023). Fink's taxonomy applied to work-integrated learning: An "audit" of success strategies accounting students employ during recruitment. *International Journal of Work-Integrated Learning, 24*(1), 1-.

Jonathan, L. Y., & Laik, M. N. (2024). Using experiential learning theory to improve teaching and learning in higher education. *European Journal of Education, 7*(2), 18–33. https://doi.org/10.26417/ejser.v6i1.p123-132

Keller, W. H., & Fujita, N. (2022). *Business Agreements—Instructor Guide*. University of Windsor. https://ecampusontario.pressbooks.pub/vls1/

Lived experiences of online and experiential learning programs in four undergraduate professional programs. (2019). *Collected Essays on Learning and Teaching, 12*, 79-.

Riipen and the Canadian marketing association team up to deliver experiential learning opportunities to post-secondary students. (2018). In *Canada NewsWire*. PR Newswire Association LLC. https://search.proquest.com/docview/2057396374?pq-origsite=primo&accountid=13803

Sadek, T., & Loutfy, R. (2013). Experiential entrepreneurship education in Canada: New venture creation while earning a masters degree. *Proceedings of the European Conference on Innovation & Entrepreneurship*, 555–563.

Smeltzer, S., Pieber, D. A., & Brooks, M. (2021). Experiential learning in the Canadian communications landscape. *Canadian Journal of Communication, 46*(3), 461–482. https://doi.org/10.22230/cjc.202iv46n3a4011

Sproule, R., Drewery, D., & Pretti, J. (2019). Development of a rubric to assess lifelong learning in work-integrated learning reflection assignments. *Collected Essays on Learning and Teaching*, *12*, 94–105. https://doi.org/10.22329/celt.v12i0.5376

Taylor, S., Barnard, K., McGregor, J., & Rafuse, A. (2024). Deloitte Canada's cocreated ICT simulation for advanced accounting. *Journal of Emerging Technologies in Accounting*, *21*(1), 191–202. https://doi.org/10.2308/JETA-2022-020

Wang, M., Zhan, J., & Hu, T. (2024). Introducing a teaching framework for BDA curricula with the SAP and ERPsim games: Pedagogy and assessment. *Journal of Information Systems Education*, *35*(3), 271–283. https://doi.org/10.62273/GKLQ9635

3. Earth Sciences, Climate & Environment, Geography

Booth, A., Earley, S., Aben, K., Otter, B., Corrigal, T., & Ray, C. (2020). Action learning partnerships: Carbon, commerce and community co-learning at a Canadian university. *International Journal of Sustainability in Higher Education*, *21*(5), 943–957. https://doi.org/10.1108/IJSHE-02-2020-0071

Booth, A. L., Aben, K., Otter, B., Corrigall, T., Ray, C., & Earley, S. (2020). Carbon management and community-based action learning: A theory to work experience. *Action Learning*, *17*(1), 62–71. https://doi.org/10.1080/14767333.2020.1712845

Brugmann, R., Côté, N., Postma, N., Shaw, E. A., Pal, D., & Robinson, J. B. (2019). Expanding student engagement in sustainability: Using SDG- and CEL-focused inventories to transform curriculum at the University of Toronto. *Sustainability*, *11*(2), 530-. https://doi.org/10.3390/su11020530

Burga, R., Lohrenz, J., Hoong, Y., Chaudhry, A., Indrajaya, A. N., Tejedo, I. R., Niyimbanira, F., Newton, L., Guedes, L., Carbone, G. T., & Meharunisa, S. (2025). *Student reflections on sustainability and business innovations: A global COIL (2024) perspective*. Ruben Burga. https://books.lib.uoguelph.ca/coilf2024/

Cahuas, M. C., & Levkoe, C. Z. (2017). Towards a critical service learning in geography education: Exploring challenges and possibilities through testimonio. *Journal of Geography in Higher Education*, *41*(2), 246–263. https://doi.org/10.1080/03098265.2017.1293626

Dolphin, G., Dutchak, A., Karchewski, B., & Cooper, J. (2019). Virtual field experiences in introductory geology: Addressing a capacity problem, but finding a pedagogical one. *Journal of Geoscience Education*, *67*(2), 114–130. https://doi.org/10.1080/10899995.2018.1547034

Enactus Canada: Post-secondary students in Waterloo recognized for their efforts to build a greener Canada. (2020). In *Targeted News Service*. Targeted News Service. https://search.proquest.com/docview/2406471219?pq-origsite=primo&accountid=13803

Green WIL: A case study of scalable solutions for Canada's green skills gap. (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/green-wil-a-case-study-of-scalable-solutions-for-canadas-green-skills-gap

Green work-integrated learning: Growing skills solutions for Canada's net-zero economy. (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/green-work-integrated-learning-growing-skills-solutions-for-canadas-net-zero-economy

Innovative WIL: A case study of early talent development to support clean energy transitions in southern Alberta. (n.d.). Business + Higher Education Roundtable. Retrieved May 21, 2025, from https://bher.ca/resource/innovative-wil-a-case-study-of-early-talent-development-to-support-clean-energy-transitions-in-southern-alberta

Ivkovic, S. S., & McRae, N. (2021). Improving engagement of interns and employers with the united Nation's sustainable development goals. *International Journal of Work-Integrated Learning*, *22*(3), 345-.

Manuel, L. (2023). *Experiential marketing: Collaborating with community partners through live client projects*. Fanshawe College Pressbooks. https://ecampusontario.pressbooks.pub/experientialmarketing/

McPhee, S. R. (2022a). Advocating for blended pedagogy as a shift to more holistic inclusive geography. *Journal of Geography in Higher Education*, *46*(4), 495–506. https://doi.org/10.1080/03098265.2021.1957802

McPhee, S. R. (2022b). Advocating for blended pedagogy as a shift to more holistic inclusive geography. *Journal of Geography in Higher Education*, *46*(4), 495–506. https://doi.org/10.1080/03098265.2021.1957802

Tchoukaleyska, R., Carter, K., Dluginski, E., Forward, M., King, A., Leblanc, O., & Ratcliffe, C. (2022). The mobility of experiential learning pedagogy: Transferring ideas and practices from a large- to a small-campus setting. *Journal of Geography in Higher Education*, *46*(4), 578–598. https://doi.org/10.1080/03098265.2021.1955244

Whalen, K., & Paez, A. (2021). Student perceptions of reflection and the acquisition of higher-order thinking skills in a university sustainability course. *Journal of Geography in Higher Education*, *45*(1), 108–127. https://doi.org/10.1080/03098265.2020.1804843

4. Education

Day, S. J. (2023). Collectively dreaming toward indigenized school psychology education and training. *Canadian Journal of School Psychology*, *38*(1), 46–63. https://doi.org/10.1177/08295735221146357

Hector, S., & Salinitri, G. (2022). Experiential learning in a Canadian physical education class: A comparative perspective from pre-service PE teachers in Canada and China. *ECNU Review of Education*, *5*(3), 509–519. https://doi.org/10.1177/2096531120960152

Hill, C., Rosehart, P., St Helene, J., & Sadhra, S. (2020). What kind of educator does the world need today? Reimagining teacher education in post-pandemic Canada. *Journal of Education for Teaching : JET*, *46*(4), 565–575. https://doi.org/10.1080/02607476.2020.1797439

MacDowell, P., Moskalyk, K., Korchinski, K., & Morrison, D. (2024). Preparing educators to teach and create with generative artificial intelligence. *Canadian Journal of Learning and Technology*, *50*(4), 1–23. https://doi.org/10.21432/cjlt28606

McCallum, K., Sharma, M., & Styler, S. A. (2024). "Chemistry in the art gallery": Student-teacher perspectives on developing and delivering an experiential course module at McMaster University. *Journal of Chemical Education*, *101*(9), 3757–3766. https://doi.org/10.1021/acs.jchemed.4c00175

Pirbhai-Illich, F., & Martin, F. (2020). Understanding hospitality and invitation as dimensions of decolonising pedagogies when working interculturally. In *Teacher Education for Sustainable Development and Global Citizenship* (1st ed., pp. 53–65). Routledge. https://doi.org/10.4324/9780429427053-6

Rusznyak, L., & Österling, L. (2024). What matters for competent teaching? A multinational comparison of teaching practicum assessment rubrics. *Teaching and Teacher Education*, *151*, 104745-. https://doi.org/10.1016/j.tate.2024.104745

Snow, K., Wardley, L., Carter, L., & Maher, P. (2019). Lived experiences of online and experiential learning in four undergraduate professional programs. *Collected Essays on Learning and Teaching*, *12*, 79–93. https://doi.org/10.22329/celt.v12i0.5388

Webber, G., McVittie, J., Miller, D., & Hellsten, L. (2021). The terrain of place-based education: A primer for teacher education in Canada. *Brock Education*, *30*(1), 10-.

5. Human Kinetics

Bradbury, T., Schwarz, E. C., & Lenton, A. (2021). Experiential learning from an international perspective: An empirical study of the United states, Canada, Australia and New Zealand. *International Journal of Sport Management*, *22*(1), 55-.

Deibert, S., Ritchie, S., Oddson, B., Michel, G., & Tetzlaff, E. (2023). From Sudbury to Sogog: Stories from a Canadian student's health promotion without borders excursion to Mongolia. *Diversity of Research in Health Journal*, *6*(2), 41–50. https://doi.org/10.28984/drhj.v6i2.442

O'Connor, E., Cianciotta, J., & Crête, D. (2021). Exploring student satisfaction in experiential learning at the University of Ottawa. *New Directions for Teaching and Learning*, *2021*(167), 23–32. https://doi.org/10.1002/tl.20456

Oosman, S., Durocher, L., Roy, T. J., Nazarali, J., Potter, J., Schroeder, L., Sehn, M., Stout, K., & Abonyi, S. (2019). Essential elements for advancing cultural humility through a community-based physical therapy practicum in a Métis community. *Physiotherapy Canada*, *71*(2), 146–157. https://doi.org/10.3138/ptc.2017-94.e

Wray, N. (2020). *An exploration of teachable moments in university sport* [Master's thesis, Université d'Ottawa / University of Ottawa]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=14be595a-b73e-4b3d-9022-776772a9712e

6. Human Nutrition

Djalilvand, A., Seabrook, J. A., Dworatzek, P. D., & Matthews, J. I. (2020). Participating in faculty-supervised extracurricular experiential learning activities contributes to dietetic competency development. *Canadian Journal of Dietetic Practice and Research*, *81*(1), 1–7. https://doi.org/10.3148/cjdpr-2019-024

Klassen, P. N., & Chan, C. B. (2024). Strategies for restructuring dietetics education programs to improve nutrition equity in Indigenous populations: A narrative review. *Nutrients*, *16*(23), 4136-. https://doi.org/10.3390/nu16234136

Levkoe, C. Z., Erlich, S., & Archibald, S. (2019). Campus food movements and community service-learning: Mobilizing partnerships through the good food challenge in Canada. *Engaged Scholar Journal*, *5*(1), 57–76. https://doi.org/10.15402/esj.v5i1.67849

Matthews, J. I., Zok, A. V., Quenneville, E. P. M., & Dworatzek, P. D. N. (2014). Development and implementation of FRESH – a post-secondary nutrition education program

incorporating population strategies, experiential learning and intersectoral partnerships. *Canadian Journal of Public Health*, *105*(4), e306–e311. https://doi.org/10.17269/cjph.105.4481

Ng, E., & Cole, D. C. (2022). From tensions to transformation: Teaching food systems in a graduate dietetics course. *Canadian Food Studies*, *8*(4). https://doi.org/10.15353/cfs-rcea.v8i4.462

7. Music

Benjamins, L., Roland, S. L., & Bylica, K. (2022). The complexities of meaningful experiential learning: Exploring reflective practice in music performance studies. *International Journal of Music Education*, *40*(2), 163–176. https://doi.org/10.1177/02557614211043224

Bray, O., & Crawford-Holland, M. (2020). Community through choral art: Pedagogical applications of community engaged learning. *Canadian Music Educator*, *61*(3), 16–24.

Bylica, K., Roland, S. L., & Benjamins, L. (2021). Brokering reflective spaces: Experiential learning in a summer opera program. *Arts and Humanities in Higher Education*, *20*(4), 426–447. https://doi.org/10.1177/14740222211007403

McDonald, C. (2021). Exploring community-based alternatives: Vernacular music and higher education in Cape Breton. *Canadian Journal for Traditional Music*, *48*, 343–XXIII.

Zalis, Z. (2021). *Music composition as arts-based educational research & performative inquiry in the creation of nostos: A journey of others* [Doctoral dissertation, University of Manitoba]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=5bb4009e-029b-4bfa-bc9e-14ff0b0ed72b

Zanders, M. L. (2020). The effects of music-based experiential supervision on perceived competency with music therapy practicum students. *Canadian Journal of Music Therapy*, *26*, 18–29.

8. Nursing & Health

Eggiman-Ketter, J., Derrough, B., Wolfe, D., & Unger, J. (2024). Enablers and barriers to implementing an interdisciplinary experiential learning program for health and rehabilitation university students in a Canadian rehabilitation centre. *Archives of Physical Medicine and Rehabilitation*, *105*(4), e176–e176. https://doi.org/10.1016/j.apmr.2024.02.612

Deibert, S., Ritchie, S., Oddson, B., Michel, G., & Tetzlaff, E. (2023). From Sudbury to Sogog: Stories from a Canadian student's health promotion without borders excursion to Mongolia. *Diversity of Research in Health Journal*, 6(2), 41–50. https://doi.org/10.28984/drhj.v6i2.442

Filice, S., & Dampier, S. (2018). Experiential community health assessment through PechaKucha. *The Journal of Nursing Education*, *57*(9), 566–569. https://doi.org/10.3928/01484834-20180815-11

Greidanus, E., King, S., LoVerso, T., & Ansell, L. D. (2013). Interprofessional learning objectives for health team simulations. *The Journal of Nursing Education*, *52*(6), 311–316. https://doi.org/10.3928/01484834-20130509-02

Gregory, B. (2022). *Evaluating the effect of a pressure injury virtual simulation game on undergraduate nursing students' knowledge* [Master's thesis, Queen's University]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/2734702884?pq-origsite=primo

Ibáñez-Carrasco, F., Worthington, C., Rourke, S., & Hastings, C. (2020). Universities without walls: A blended delivery approach to training the next generation of HIV researchers in Canada. *International Journal of Environmental Research and Public Health*, *17*(12), 4265-. https://doi.org/10.3390/ijerph17124265

Jadunandan, S. (2022). *Nurse educator experiences of virtual simulation debriefing practices* [Doctoral dissertation, Athabasca University]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=381d274c-6598-4e55-a9f5-1dcf0e566293

Law, M. P., & Finnigan, J. K. (2021). Letting your students fail: Overcoming failure experiences in undergraduate work-integrated learning. *International Journal of Work-Integrated Learning*, *22*(3), 357-.

Paul, S., Chiu, M., Markoff, E., & Im-Bolter, N. (2024). Experiential learning in a virtual "living lab in aging" course in a mental health setting: A qualitative study. *Gerontology & Geriatrics Education*, *45*(1), 98–113. https://doi.org/10.1080/02701960.2022.2150843

Recsky, C., Rush, K. L., MacPhee, M., Stowe, M., Blackburn, L., Muniak, A., & Currie, L. M. (2024). Clinical informatics team members' perspectives on health information technology safety after experiential learning and safety process development: Qualitative descriptive study. *JMIR Formative Research*, *8*, e53302–e53302. https://doi.org/10.2196/53302

Riediger, N. D., Cyr, M., & Mignone, J. (2020). An evaluation of an experiential learning program in global and indigenous health: The University of Manitoba's Queen Elizabeth II Diamond Jubilee scholarship program. *Inquiry (Chicago)*, *57,* 1–10. https://doi.org/10.1177/0046958020951002

Snow, K., Wardley, L., Carter, L., & Maher, P. (2019). Lived experiences of online and experiential learning in four undergraduate professional programs. *Collected Essays on Learning and Teaching*, *12,* 79–93. https://doi.org/10.22329/celt.v12i0.5388

Verkuyl, M., Violato, E., Harder, N., Southam, T., Lavoie-Tremblay, M., Goldsworthy, S., Ellis, W., Campbell, S. H., & Atack, L. (2024). Virtual simulation in healthcare education: A multi-professional, pan-Canadian evaluation. *Advances in Simulation*, *9*(1), 3–3. https://doi.org/10.1186/s41077-023-00276-x

Whyte, C. (2022). Adventures in intergenerational service-learning: Laughter, friendship, and life advice. *Canadian Journal on Aging*, *41*(2), 243–251. https://doi.org/10.1017/S0714980821000076

9. Science (including Engineering)

EDI in WIL: A Case Study of Architecture, Engineering, and Construction Students. (n.d.). Business + Higher Education Roundtable. https://bher.ca/resource/edi-in-wil-a-case-study-of-architecture-engineering-and-construction-students

Gass, S., Mui, A., Manning, P., Cray, H., & Gibson, L. (2021). Exploring the value of a BioBlitz as a biodiversity education tool in a post-secondary environment. *Environmental Education Research*, *27*(10), 1538–1556. https://doi.org/10.1080/13504622.2021.1960953

Gill, H., Ahsan, M., Khalil, Y., Feng, V., Pearce, J., Sharma, T., Radwan, M., Boucinha, A., & Kærn, M. (2022). The BioExperience research and entrepreneurship challenge: An iGEM-inspired applied research program for BIOSTEM talent and skills development. *Frontiers in Bioengineering and Biotechnology*, *10*, 1046723–1046723. https://doi.org/10.3389/fbioe.2022.1046723

Hulton, J., O'Rielly, L., Murdock, L., & Osgood, L. (2023). Reflecting on reflecting: How reflections were incorporated throughout a service-learning project in Honduras. *International Journal for Service Learning in Engineering*, *18*(2), 1–13. https://doi.org/10.24908/ijsle.v18i2.16536

Kalas, P., & Raisinghani, L. (2019). Assessing the impact of community-based experiential learning: The case of biology 1000 students. *International Journal of Teaching and Learning in Higher Education*, *31*(2), 261-.

Kang, J., Roestel, N. M. E., & Girouard, A. (2022). Experiential learning to teach user experience in higher education in past 20 years: A scoping review. *Frontiers in Computer Science (Lausanne)*, *4*. https://doi.org/10.3389/fcomp.2022.812907

Levkoe, C. Z., Cameron, N., Galway, L. P., Portinga, R. L. W., Hanson, R., Milun, K., & Vye, E. (2024). A watershed approach to co-creating just sustainabilities: Reflections from the Lake Superior living labs network. *Interdisciplinary Journal of Partnership Studies*, *11*(2), 8-. https://doi.org/10.24926/ijps.v11i2.5928

May, D. R. (2017). Student perceived value of intensive experiential learning. *International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship*, *12*(1), Article 1. https://doi.org/10.24908/ijsle.v12i1.6662

McCallum, K., Sharma, M., & Styler, S. A. (2024). "Chemistry in the art gallery": Student-teacher perspectives on developing and delivering an experiential course module at McMaster university. *Journal of Chemical Education*, *101*(9), 3757–3766. https://doi.org/10.1021/acs.jchemed.4c00175

Sherman, A., & Macdonald, L. (2009). Service learning experiences in university science degree courses. *Innovative Higher Education*, *34*(4), 235–244. https://doi.org/10.1007/s10755-009-9110-7

Sowinski, A., Dumond, P., Knox, D., Bruce, D., Foster, J., & Anis, H. (2023). *A customizable multidisciplinary design program in a traditional engineering faculty*. 1–7. https://doi.org/10.1109/WEEF-GEDC59520.2023.10343733

10. Social Sciences

Kenyon, K. H., Khan, S. A., Vowell, F., & Zienkiewicz, M. (2025). Unsettling the familiar: Experiential human rights learning through civic monuments at the University of Winnipeg. *Journal of Human Rights Practice*, *17*(1), 78–97. https://doi.org/10.1093/jhuman/huae029

Sundberg, K., & Ferguson, M. (2022). Bespoke experiential learning for students and faculty alike. *Journal of Homeland Security Education*, *14*, 1–5.

Special Areas of Focus

1. Co-Curricular Initiatives

Andrews, J., & Ramji, K. (2020). Connecting work-integrated learning and career development in virtual environments: An analysis of the UVic leading edge. *International Journal of Work-Integrated Learning*, 21(5), 643–656.

Collins-Nelsen, R., Koziarz, F., Levinson, B., Allard, E., Verkoeyen, S., & Raha, S. (2022). Social context and transferable skill development in experiential learning. *Innovations in Education and Teaching International*, *59*(4), 421–430. https://doi.org/10.1080/14703297.2021.1886970

Djalilvand, A., Seabrook, J. A., Dworatzek, P. D., & Matthews, J. I. (2020). Participating in faculty-supervised extracurricular experiential learning activities contributes to dietetic competency development. *Canadian Journal of Dietetic Practice and Research*, *81*(1), 1–7. https://doi.org/10.3148/cjdpr-2019-024

Drewery, D., Woodside, J., & Eppel, K. (2022). Artificial intelligence and résumé critique experiences. *Canadian Journal of Career Development*, *21*(2), Article 2. https://doi.org/10.53379/cjcd.2022.338

Ford, S. J., Goana, T. H., & Gill, A. K. (2023). Extracurricular student-run consulting projects: Experiential learning, benefits and challenges at Axis Consulting. *The International Journal of Management Education*, *21*(3), 100851-. https://doi.org/10.1016/j.ijme.2023.100851

Hulton, J., O'Rielly, L., Murdock, L., & Osgood, L. (2023). Reflecting on reflecting: How reflections were incorporated throughout a service-learning project in Honduras. *International Journal for Service Learning in Engineering*, *18*(2), 1–13. https://doi.org/10.24908/ijsle.v18i2.16536

Rozanski, C., & Gavin, M. (2023). Growing in relation with the land: Experiential learning of Root and Regenerate urban farms. *Journal of Agriculture, Food Systems, and Community Development*, *13*(1), 1–20. https://doi.org/10.5304/jafscd.2023.131.002

Smith-Carrier, T., & MacArthur, J. (2024). The state of eco-social work training in Canada: Transformative praxis for climate constrained futures. *International Social Work*, *67*(4), 905–921. https://doi.org/10.1177/00208728231196366

Wray, N. (2020). *An exploration of teachable moments in university sport* [Master's thesis, Université d'Ottawa / University of Ottawa]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=14be595a-b73e-4b3d-9022-776772a9712e

2. International Experiences

Basu, O. D., Isabelle, D., & Pineau, S. (2024). Climate change and societal transformation: A cohort-based international experiential learning program with an interdisciplinary focus on environmental education for graduate students. *Environmental Education Research*, 1–23. https://doi.org/10.1080/13504622.2024.2390627

Canada and the world: Results of the CBIE learning abroad survey initiative. (2024). Canadian Bureau for International Education. https://cbie.ca/wp-content/uploads/2024/05/2023-LAS-CBIE-EN.pdf

Chapman, D. D. (2018). The ethics of international service learning as a pedagogical development practice: A Canadian study. *Third World Quarterly*, *39*(10), 1899–1922. https://doi.org/10.1080/01436597.2016.1175935

Deibert, S., Ritchie, S., Oddson, B., Michel, G., & Tetzlaff, E. (2023). From Sudbury to Sogog: Stories from a Canadian student's health promotion without borders excursion to Mongolia. *Diversity of Research in Health Journal*, 6(2), 41–50. https://doi.org/10.28984/drhj.v6i2.442

Faculty members and learning abroad: A proposed continuum of engagement. (n.d.). Canadian Bureau for International Education. Retrieved May 29, 2025, from https://cbie.ca/wp-content/uploads/2019/04/faculty-learning-abroad-en.pdf

Hulton, J., O'Rielly, L., Murdock, L., & Osgood, L. (2023). Reflecting on reflecting: How reflections were incorporated throughout a service-learning project in Honduras. *International Journal for Service Learning in Engineering*, *18*(2), 1–13. https://doi.org/10.24908/ijsle.v18i2.16536

Jonathan, L. Y., & Laik, M. N. (2024). Using experiential learning theory to improve teaching and learning in higher education. *European Journal of Education*, *7*(2), 18–33. https://doi.org/10.26417/ejser.v6i1.p123-132

MacDonald, K. (2022). Transnational solidarity histories in international service learning: A Nicaraguan case study. *The Journal of Experiential Education*, *45*(4), 493–508. https://doi.org/10.1177/10538259221086666

May, D. R. (2017). Student perceived value of intensive experiential learning. *International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship*, *12*(1), Article 1. https://doi.org/10.24908/ijsle.v12i1.6662

McRae, N., Ramji, K., Lu, L., & Lesperance, M. (2016). Developing global-ready graduates: The CANEU-COOP experience. *Asia-Pacific Journal of Cooperative Education*, *17*(4), 377-.

Paris, R., & Biggs, M. (2018). Why Canada needs a global education strategy. *International Journal (Toronto), 73*(1), 146–157. https://doi.org/10.1177/0020702018768481

Pulsifer, K., Feagan, R. B., & Sliwinski, A. (2020). Race and participation in international experiential learning: Case-based exemplar of a habitat-university partnership in El

Salvador. *Frontiers (Boston, Mass.)*, *32*(1), 60–79.
https://doi.org/10.36366/frontiers.v32i1.434

Ramji, K., Kines, L., Hancock, R. L. A., & McRae, N. (2021). Developing and delivering a culturally relevant international work-integrated learning exchange for Indigenous students. *International Journal of Work-Integrated Learning*, *22*(3), 307-.

Steckley, M., & Steckley, J. (2022). E-volunteering as international experiential learning: Student and community perspectives. *Canadian Journal of Development Studies*, *43*(2), 237–258. https://doi.org/10.1080/02255189.2021.1952856

Tremblay, Andrée. (2020). *Mind.heart.mouth care and community through collective gardening* [Master's thesis, concordia university]. http://central.bac-lac.gc.ca/.redirect?app=damspub&id=5fddc171-8c8a-46cd-9f0e-e2e51a4de0b3

2. Experiential Learning Theories & Theorists

The principal theorist in adult education and experiential learning is David A. Kolb, who has based his work on that of John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Rogers and Paulo Friere, amongst others. Smith & Knapp (2011) provide an excellent overview of the development of theories on the topics covered in this report.

In this section, I have expanded the earlier criteria regarding source currency and the geographical restriction of Canada. I have included books and articles which are considered to be primary sources in experiential learning theory, as well as secondary articles examining their development and impact in multiple ways. I've also expanded the selection beyond a limitation of pure experiential learning theory to incorporate material regarding allyship and inclusion, in particular.

Recommended Reading

Aboagye, E., & Dlamini, S. N. (2021). *Global Citizenship Education: Challenges and Successes* (First edition.). University of Toronto Press. https://doi.org/10.3138/9781487533977

Adams, M. B. (2021). *High-impact practices and first destination outcomes of liberal arts graduates* [Doctoral dissertation, Auburn University]. ProQuest Dissertations & Theses. https://www.proquest.com/docview/3059441419?pq-origsite=primo

Amarathunga, B. (2024). Work integrated learning and trending areas for future studies: A systematic literature review and bibliometric analysis. *Asian Education and Development Studies*, *13*(2), 97–116. https://doi.org/10.1108/AEDS-12-2023-0175

Beard, C. (2018). Dewey in the world of experiential education. *New Directions for Adult and Continuing Education*, *2018*(158), 27–37. https://doi.org/10.1002/ace.20276

Bergsteiner, H., Avery, G. C., & Neumann, R. (2010). Kolb's experiential learning model: Critique from a modelling perspective. *Studies in Continuing Education*, *32*(1), 29–46. https://doi.org/10.1080/01580370903534355

Bishop, A. (2015). *Becoming an ally: Breaking the cycle of oppression in people* (Third edition.). Fernwood Publishing.

Bradberry, L. A., & De Maio, J. (2019). Learning by doing: The long-term impact of experiential learning programs on student success. *Journal of Political Science Education*, *15*(1), 94–111. https://doi.org/10.1080/15512169.2018.1485571

Caffarella, R. S., & Jackson, L. (1994). *Experiential learning: A new approach*. Jossey-Bass.

Cranton, P. (2006). *Understanding and promoting transformative learning: A guide for educators of adults* (2nd ed.). Jossey-Bass, a John Wiley & Sons imprint.

de Leebeeck, J. (2020). Narrative identity development: A proposed focus for student development. *Antistasis*, *10*(1), 58–68.

- This article was written by StFX's Jacqueline de Leebeeck and includes the theoretical perspective of narrative identity development. If possible, she would be an excellent addition to the committee for the perspective she outlines in this article.

Dewey, J. (1997). *Experience and education* (1st Free Press ed). Simon & Schuster.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (Revised and updated edition.). Jossey-Bass.

Gaskell, J. S., & Rubenson, K. (2004). *Educational outcomes for the Canadian workplace: New frameworks for policy and research* (1st ed.). University of Toronto Press. https://doi.org/10.3138/9781442674295

Goodman, G. S. (2014). *Educational psychology reader: The art and science of how people learn* (Revised edition). Peter Lang.

Jonathan, L. Y., & Laik, M. N. (2024). Using experiential learning theory to improve teaching and learning in higher education. *European Journal of Education*, *7*(2), 18–33. https://doi.org/10.26417/ejser.v6i1.p123-132

Kolb, A. Y., & Kolb, D. A. (2009). The learning way: Meta-cognitive aspects of experiential learning. *Simulation & Gaming*, *40*(3), 297–327. https://doi.org/10.1177/1046878108325713

Kolb, A. Y., & Kolb, D. A. (2017). Experiential learning theory as a guide for experiential educators in higher education. *Experiential Learning & Teaching in Higher Education*, *1*(1), 38-. https://doi.org/10.46787/elthe.v1i1.3362

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.

- This is the most-cited foundational text for experiential learning theory.

Makiguchi, T., & Bethel, D. M. (1989). *Education for creative living: Ideas and proposals of Tsunesaburo Makiguchi*. Iowa State University Press. https://stfx.novanet.ca/discovery/fulldisplay/alma990007960160107196/01NOVA_STFX:STFX

Matsuo, M. (2024). Supporting experiential learning for expanding successes: Extending Kolb's model. *Human Resource Development International*, 1–23. https://doi.org/10.1080/13678868.2024.2401301

McPhee, S. R. (2022). Advocating for blended pedagogy as a shift to more holistic inclusive geography. *Journal of Geography in Higher Education*, *46*(4), 495–506. https://doi.org/10.1080/03098265.2021.1957802

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. *International Journal of Lifelong Education*, *19*(1), 54–72. https://doi.org/10.1080/026013700293458

Morris, T. H. (2020). Experiential learning—A systematic review and revision of Kolb's model. *Interactive Learning Environments*, *28*(8), 1064–1077. https://doi.org/10.1080/10494820.2019.1570279

Quay, J. (2013). *Education, experience and existence: Engaging Dewey, Peirce and Heidegger*. Routledge. https://doi.org/10.4324/9780203538159

Raddon, M.-B., & Harrison, B. A. (2015). Is service-learning the kind face of the neo-liberal university? *Canadian Journal of Higher Education*, *45*(2), 134–153. https://doi.org/10.47678/cjhe.v45i2.184393

- This article examines the political motives behind the rise in service-learning in Canada and presents a viewpoint set apart from the other sources included in this report, in that it offers a political contextualization of the rise in experiential learning.

This article could be considered a counter-narrative to the others presented in this report.

Roberts, J. W. (2012). *Beyond learning by doing: Theoretical currents in experiential education* (1st ed.). Routledge. https://doi.org/10.4324/9780203848081

Rogers, R. R. (2001). Reflection in higher education: A concept analysis. *Innovative Higher Education*, *26*(1), 37-57. https://doi.org/10.1023/A:1010986404527

Sewchuk, D. H. (2005). Experiential learning: A theoretical framework for perioperative education. *AORN Journal, 81*(6), 1311,1318-1316,1318. https://doi.org/10.1016/S0001-2092(06)60396-7

Smith, T. E., & Knapp, C. (2011). *Sourcebook of experiential education: Key thinkers and their contributions* (1st ed.). Routledge. https://doi.org/10.4324/9780203838983

- If one were to only read one source on the theory of experiential education, I would recommend this book.

3. Government Documents

This section provides a list of relevant provincial and federal government statistical reports, strategies, and few connected scholarly research articles related to EL.

Alberta 2030: Building skills for jobs: A 10-year strategy for post-secondary education. (2021). Department of Advanced Education, Government of Alberta. https://open.alberta.ca/publications/alberta-2030-building-skills-for-jobs-10-year-strategy-post-secondary-education

Arney, N. D., & Krygsman, H. P. (2022). Work-integrated learning policy in Alberta: A post-structural analysis. *Canadian Journal of Educational Administration and Policy*, *198*, 97–110. https://doi.org/10.7202/1086429ar

Government of Canada, E. and S. D. (2017, August 26). *The innovative work-integrated learning initiative* [Program descriptions]. ESDC Programs and Policy Development. https://www.canada.ca/en/employment-social-development/programs/work-integrated-learning.html

Martin, S., & Rouleau, B. (2020). *An exploration of work, learning, and work-integrated learning in Canada using the Longitudinal and International Study of Adults*. Centre for Income and Socioeconomic Well-Being Statistics, Statistics Canada. https://www150.statcan.gc.ca/n1/pub/89-648-x/89-648-x2020001-eng.htm

May, B. (Chair). (2018). *Experiential learning and pathways to employment for Canadian youth* (Report of the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities No. 12). House of Commons Canada. https://www.ourcommons.ca/Content/Committee/421/HUMA/Reports/RP10078738/humarp12/humarp12-e.pdf

Moreau, K. A., Giroux, C., Adam, H., Eady, K., Kane, R., Milley, P., Labelle, P., & Sikora, L. (2021). *Reimagining experiential learning in online courses for the digital economy*. Social Sciences and Humanities Research Council. https://www.sshrc-crsh.gc.ca/society-societe/community-communite/ifca-iac/evidence_briefs-donnees_probantes/skills_work_digital_economy-competences_travail_economie_numerique/moreau-eng.aspx

Promoting excellence: Ontario implements performance based funding for postsecondary institutions. (2020, November 26). *News.Ontario.Ca*. https://news.ontario.ca/en/release/59368/promoting-excellence-ontario-implements-performance-based-funding-for-postsecondary-institutions

Library Collection Suggestions

The following print monographs are recommended for purchase to complement the existing materials available at the Angus L. Macdonald library. These resources would assist interested faculty and staff in adopting and adapting experiential learning opportunities into their teaching practice.

Baxter Magolda, M. B. (1999). *Creating contexts for learning and self-authorship: Constructive-developmental pedagogy* (1st ed.). Vanderbilt University Press.

Bethel, D. M. (1973). *Makiguchi the value creator, revolutionary Japanese educator and founder of Soka Gakkai* ([1st ed.]). Weatherhill.

Butin, D. (2010). *Service-Learning in Theory and Practice: The Future of Community Engagement in Higher Education* (1st ed.). Palgrave Macmillan US. https://doi.org/10.1057/9780230106154

Chahine, I. C., & Reddy, L. (2024). *Educators' work integrated learning experiences: Stories from the trenches* (2024th edition). Springer. https://doi.org/10.1007/978-3-031-65964-5

Duijzings, G., Meretoja, H., & Beti, B. N. (with Njeresa Beti, B., Duijzings, G., Močnik, N., & Meretoja, H.). (2021). *Engaging with historical traumas: Experiential learning and*

pedagogies of resilience (1st ed.). Routledge.
https://doi.org/10.4324/9781003046875

Eady, M. J., Loughland, T., & Winslade, M. (2023). *Work-integrated learning case studies in teacher education epistemic reflexivity* (1st ed. 2023.). Springer Nature Singapore. https://doi.org/10.1007/978-981-19-6532-6

Ferns, S. J., Rowe, A. D., & Zegwaard, K. E. (2021). *Advances in research, theory and practice in work-integrated learning: Enhancing employability for a sustainable future* (1st ed., Vol. 1). Routledge. https://doi.org/10.4324/9781003021049

Gerhardt, T., & Annon, P. J. (2021). *Applications of work integrated learning among gen Z and Y students* (1st ed.). IGI Global. https://doi.org/10.4018/978-1-7998-6440-0

Hansen, D. T. (2007). *Ethical visions of education: Philosophies in practice*. Teachers College Press.

Hatcher, J. A., Bringle, R. G., & Hahn, T. W. (2020). *Practical wisdom for conducting research on service learning: Pursuing quality and purpose* (First edition.). Stylus Publishing.

Joubert, S. (2023). *Work integrated learning: Preparation of students for industry* (1st ed.). Juta & Company, Limited.

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (Second edition.). Pearson Education, Inc.

Martin, G. (2024). *Drumming our way home: Intergenerational learning, teaching, and Indigenous ways of knowing*. UBC Press.

Moon, J. A. (2004). *A handbook of reflective and experiential learning: Theory and practice*. RoutledgeFalmer. https://doi.org/10.4324/9780203416150

Nghia, T. L. H., Bui, B. C., Singh, J. K. N., & Lu, V. N. (2022). *Graduate employability across contexts: Perspectives, initiatives and outcomes* (1st ed.). Springer Nature Singapore. https://doi.org/10.1007/978-981-19-3959-4

Qualters, D. M., & Wehlburg, C. (2010). *Experiential education: Making the most of learning outside the classroom*. Jossey-Bass.

Sharma, M., Allen, A., & Ibrahim, A. (2021). *Disruptive learning narrative framework: Analyzing race, power and privilege in post-secondary international service learning* (1st ed.). Bloomsbury Publishing Plc. https://doi.org/10.5040/9781350253810

Zegwaard, K. E., & Pretti, T. J. (2023). *The Routledge international handbook of work-integrated learning* (Third edition, Vol. 1). Taylor & Francis. https://doi.org/10.4324/9781003156420