# Unlocking the Career Development Value within Experiential Learning

## Literature Search & Abstract

Approach, Findings and Results



Published by CERIC, 2022 In partnership with OneLifeTools



## Introduction

This literature search was part of the information collecting phase of the CERIC-funded project, "Unlocking the Career Development Value within Experiential Learning" conducted by the team at OneLifeTools. For more project information, see: https://ceric.ca/projects/unlocking-the-career-development-value-within-experiential-learning/

The literature search focused on defining reflective practice and the key elements that make it effective for career development in the context of experiential learning. This document summarizes our approach and presents our major findings. We also provide a list of all literature examined, in three categories: English-Core articles, English-Peripheral articles, French articles. After an initial overview, we define high-quality reflective practice, identify its key elements and sort the reflective process into three stages essential for impactful practice: design, implementation and assessment. We also suggest incorporating career development into these stages. This literature search draws on a detailed project report submitted to CERIC in 2021. The report emphasized the following guideline for practitioners, faculty, staff and reflective practice designers:



No matter what subject you teach or program you lead, you can and should connect experiential learning to universal career development outcomes through reflective practice design.

From report on Unlocking the Career Development value of Experiential Learning, CERIC-OneLifeTools project.

2021





## **Overview**

The benefits of reflective practice in education and professional practice are well documented, mainly through qualitative research. Benefits include better student performance, engagement and retention; improved knowledge translation and optimization of feedback and supervision; increased effectiveness in planning professional and personal development; enhanced ability to identify soft skills, life skills such as decision-making, goal setting, problem-solving and the ability to integrate multiple concepts- and to communicate attributes to gain employment; greater job satisfaction; and enriched professional life (Ashby, 2006; Brookfield, 1995, 2021; Dewey, 1933; Freeman et al., 2014; Higher Education Quality Council of Ontario [HEQCO], 2016; Mezirow, 1991; Moon, 2004; Piaget, 1971; Prince, 2004; Sattler, 2011; Sergeant et al., 2009; Schon, 1983; Theill-Madsen, 2018; Wagner, 2006; Wald et al., 2012; Wegner et al., 2015).

One major challenge to reflection is the belief that every learner is always reflecting, when in reality he or she is doing something else. For instance, "while a diary can be reflective, writing down what has happened on a particular day without questioning 'why it has happened' and 'what it means' is not reflective" (Theill-Madsen, 2018). This became evident in the findings of our resource scan and key informant interviews. While, the benefits of reflective practice are well understood, just what constitutes high-quality reflective practice is not. Similarly, practitioners rarely make effective connections to career development. We address this gap in the literature. Furthermore, evidence suggests that reflection can be taught and people can improve their reflective abilities (Carson & Fisher, 2006; Grossman, 2009).

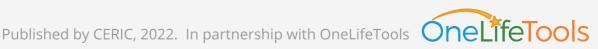
## What is Reflective Practice?

Kolb (1984) connected reflective practice to successful experiential learning, stating that encouraging the student to reflect on his or her experience is necessary to extract meaningful elements and incorporate them into a personal knowledge base. Without this reflective time to purposefully debrief the experience, student learning is less likely to become conscious or lasting. Reflective practice is variously described in the literature:

Many definitions signal that reflective practice is a purposeful, active, critical examination of experiences - both positive and negative - and of ourselves (Theill-Madsen, 2018). It is a tool that enables theory and practice to inform one another (Thompson & Thompson, 2008).

Reflective practice can take place spontaneously during an experience, when reflection is used to adapt to a current situation (Beard & Wilson, 2013). This is known as reflection in - action (Schon, 1983). It can also take place after an experience, usually as structured





reflection (Schon, 1983) -- referred to as reflection-on-action. Some practitioners engage in reflection before an experience -- called reflection-for-action. Reflective practice can also occur in a variety of teaching and learning contexts. In turn, the educator becomes more critically reflective of their own work (Brookfield, 1995, 2021).

The depth of reflection can vary. It can be single loop, which connects experience to theoretical knowledge using thoughtful retrospection. The single loop does not consider personal influences. **Double-loop** reflection, however, focuses on challenging one's role and contribution in learning environments, while considering personal influences, beliefs, attitudes or actions (HEQCO, 2016). In either case, reflection must be critical, not simply descriptive, to be effective (McRae & Johnston, 2016).

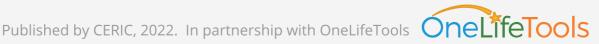
Reflection can be extrinsically motivated and focused on external aspects of experience -- referred to as surface-level reflection. Alternatively, it can be intrinsically motivated and applied to self and real-world context (HEQCO, 2016).

Reflection can also take a hierarchical approach that considers different levels of cognition and familiarity with reflective practice on the part of both practitioner and learner. Both the DEAL Model for Critical Reflection (Ash & Clayton, 2004) and ICE Model (Fostaty Young & Wilson, 2000) do this.

Evidence suggests that a mix of individual and group settings for reflective practice is most effective. Examples include reflecting independently, with other learners, course staff such as instructors and coordinators or employer partners (HEQCO, 2016).

However reflection is practiced, the **goal of reflection is transformation** (Mezirow, 1997): to make meaning of experiences and deepen our self-understanding (Theill-Madsen, 2018), converting impulsive action to intelligent action (Dewey, 1933). We accomplish this by questioning current practices and assumptions as we experience, using reflection to inform future actions and beliefs (Theill-Madsen, 2018). We further enhance self-understanding by deliberately engaging in problem-solving (Mezirow, 1991, 1997); and by using metacognition -- an awareness of one's own thought processes that understands the patterns behind them (Johnson, 2013). The outcome of reflection is improved problem solving (Loughran, 1996), and knowledge which is in continual development, shaped by its ongoing relationship with experience (Kinsella, 2007).





## What are the key elements for Reflective **Practice success?**

Reflective practice should ideally be consistent and continuous. The Higher Education Quality Council of Ontario (2016) has identified the following precursors and conditions that make reflective practice successful in post-secondary experiential learning, specifically Work-integrated Learning (WIL):

#### The individual:

- Is typically involved with an unfamiliar, new or complex experience;
- Is open and eager to reflect on experiences;
- Incorporates personal changes and consistently sets new goals

#### The environment:

- Should encourage autonomy of the learner, appropriately increasing workload or project challenges;
- Should promote consistent and appropriate assessments with constructive feedback, and promote opportunities to collaborate with others

#### Reflective activities:

- Should draw on personal experience, while being situated within the broader community;
- Should be guided by a deliberate connection between theory and practice;
- Should emphasize inductive (e.g., experience followed by academic learning) and deductive (e.g., academic learning followed by experience) reflections

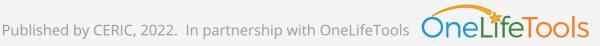
## **Reflective Practice Design:**

When describing the process of reflection, most of the literature and resources found in the online scan refer to the relatively recent DEAL Model for Critical Reflection. Although developed in a service-learning program, its general features can support reflection on a range of educational experiences (Ash & Clayton, 2004).

#### The DEAL Model for Critical Reflection includes three steps:

- Objective and comprehensive Description of an experience
- Analysis/Examination/Evaluation considering learning objectives
- Articulation of Learning outcomes





Using this model, Ash and Clayton (2009) advised first identifying desired learning goals and outcomes. Practitioners can then simultaneously design reflection strategies and activities to align with these outcomes.

The highly respected DEAL model originally focused on three categories of learning objectives, based on service-learning: personal, civil and academic. We suggest expanding this model in the next section to include career development objectives in experiential learning.

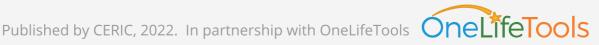
Examples of other models that explain the reflection process are "What? So What? Now What", as cited in Rolfe et al. (2011), for its simplicity to support reflection both on and in (during) experience, and "The Reflection Cycle" (Ryan & Ryan, 2013). The Higher Education Quality Council of Ontario (2016) cites additional frameworks for reflection before experience, many of which formed the basis for more recent models.

## **Reflective Practice and Career Development** within Experiential Learning

There is a dearth of literature that both integrates reflective practice with experiential learning and discusses career development specifically. Although peer-reviewed articles exist about the benefits of reflective practice for working professionals, literature focusing on career exploration, planning or development in post-secondary level experiential learning programs, and the potential for reflective practice to contribute, was a challenge to find. Career-related aspects of the programs in the articles reviewed are limited to career readiness, development of soft skills, identifying employability skills, building a resume and/or preparing for placement or job interviews (Andrews & Ramji, 2020). Tiessan et al. (2018) suggested providing more guidance to students on how to articulate what they learn through experiential learning programs in ways that resonate with employers (DuRose & Stebleton, 2016). In many instances, career-related objectives are only self-identified by the learner, not in partnership with program staff or workplace supervisors.

Although these activities contribute somewhat to establishing a career path, opportunities remain for broader career exploration and integration of these activities into reflective practice models for experiential learning programs. Ideally, specific career-oriented reflection questions and explicit identification of career development objectives and outcomes should be integrated in the design and assessment phases of reflective practice (Risner, 2015). Development of these objectives should be done in partnership with learners, program staff and workplace supervisors. Maguire (2018) recommended that developers consider adding reflective practice elements to further strengthen the understanding of career opportunities for students, as well as mechanisms for monitoring and assessing these elements, to improve career understanding in an experiential course.





## Implementation of Reflective Practice:

HEQCO (2016) identified the following instructional practices that strengthen student reflection:

- Encourage the use of advanced vocabulary to promote rich and exact reflections;
- Ensure appropriate timing;
- Attend to the individual learning styles of students;
- Provide guiding questions and activities;
- Structure appropriate learning environments.

A wide range of activities have been used to facilitate reflection, including pre-experience and post-experience surveys, structured dialogue (e.g., mentor-to-mentee, class discussions, online chats), writing activities (e.g., worksheets, case studies, essays, journaling, question posing, narrative), acting (e.g., storytelling in front of audience), visual arts (e.g., graphic designs, poster presentations, video), and behavioural modeling (HEQCO, 2016). Our online resource scan also found many additional resources to support implementation, discussed in the report, under the heading "Resource Scan Findings."

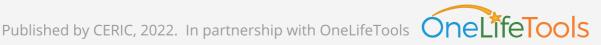
Using a diverse range of activities will avoid reflection fatigue. Using a reflective map will ensure diversity of activities, while also covering the range of reflective practice (Eyler, 2002). See Practitioner's Audit & Guide in the Appendix for an example.

Ash and Clayton (2009) recommended adapting instruction and activities as needed, based on trial and error, feedback received (from students, instructors, workplace supervisors, peers and other practitioners, etc.) and consistent alignment with learning outcomes.

### **Assessment of Reflective Practice:**

Assessment of reflective practice helps to measure advancement in the capacity to think critically over time; this is an important aspect of reflective practice that is often ignored. Assessment needs to be flexible enough to accommodate different topics, contexts and formats, since reflective activities are often personalized to each student and learning environment (Kember et al., 2008). Whalen and Paez (2019) offered practitioners a rigorously developed and piloted framework with accompanying supportive resources to assess student reflections. Kember et al.'s (2000) questionnaire and Ash and Clayton's (2009) DEAL Model for Reflection consider improving the quality of reflection over time. Higher Education Quality Council of Ontario (2016) also lists a number of models for effectively assessing reflective practice in medical and other contexts: Hatton and Smith's (1995) levels of reflection, Wong et al.'s (1995) reflective





journals coding scheme, King and Kitchener's (1994) reflective judgement model of intellectual development, Boenink et al.'s (2004) observer-rated instrument for measuring reflection in medical practice, and Mamede and Schmidt's (2004) nature of reflection in medical practice questionnaire.

Effective feedback from practitioners and/or supervisors on students meaning making optimizes high impact reflective practice (University of Iowa, 2021).

Assessment rubrics: Our online resource scan also found useful rubrics, including University of Iowa's Using Reflection for Assessment; Carleton's sample rubric for experiential learning; and Brock University's checklist criteria for evaluating reflections. Brock's checklist is especially helpful if a mode of assessment simpler than a rubric is needed. Queen's University's Experiential Learning Hub Faculty Toolkit provides a sample assessment rubric for the DEAL Model for Critical Reflection. Links to these resources are available in the Online Resource Scan Table in the Appendix.

Lastly, we acknowledge that career development and employability are not the only focus of reflective practice in experiential learning, but one domain of reflection to ensure a holistic and meaningful learning experience as envisioned by Tiessan (2018) and LaFever (2016).

In conclusion, reflective practice strongly enhances experiential learning in the career development arena. Broader recognition of its strengths will positively impact the field. And, introducing a clear career development agenda into the existing range of experiential learning activities will further benefit students.

## **Literature Search Approach**

- Preparation: we identified background reading material that provides a quick overview of reflective practice and established key terminology associated with it. Useful sources included the CERIC Experiential Learning and Career Development Literature Search (2016-2019); University of Edinburgh literature review on reflection (Theill-Madsen, 2018); and Chapter 3 (titled "Reflection") of Higher Education Quality Council of Ontario [HEQCO] -- A Practical Guide for WIL -- Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities;
- Key search terms: experiential learning; reflective practice; career development;
- Alternative search terms: reflection; employability; career; critical thinking;
- Additional parameters for selecting resources: Canadian resources were prioritized, then US and then international; post-2016 were prioritized, then prior-2016;
- Sources for search: University of Toronto libraries; relevant references cited in resources found as part of the online resource scan (part of the information -





collecting phase of this project) were also added to the list of literature search results:

Number of literature documents identified: 86 English and 22 French. A complete list of the articles and reference documents found, categorized for easy reference, is provided below.

## **Acknowledgments**

Thanks to authors, contributors and advisors: Suneet Sandhu, Marie-Andree Binet, Rich Feller, Mark Franklin, Lisa Bauman, Michael Stebleton, Cathy Campbell. Thanks also to the dozens of practitioners, faculty, staff and students who shared their perspectives in interviews and surveys.

## **Literature Search Results**

**ENGLISH CORE ARTICLES** (specific to our search topic)

#### 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.

#### Ash, S. L., & Clayton, P. H. (2004).

The articulated learning: An approach to guided reflection and assessment. Innovative Higher Education, 29(2), 137-154.

http://dx.doi.org/10.1023/B:IHIE.0000048795.84634.4a

#### Ash, S. L., & Clayton, P. H. (2009).

Generating, deepening, and documenting learning: The power of critical reflection in applied learning. Journal of Applied Learning in Higher Education, 1, 25-48.

#### Ashby, C. (2006).

The benefits of reflective practice. Practice Nurse, 32(9), 35-37. Barton, G., & Ryan, M. (2020). What does reflection look and feel like for international students? An exploration of reflective thinking, reflexivity and employability. Journal of International Students, 10(S2), 1-16.

http://dx.doi.org/10.32674/jis.v10iS2.2848

#### Beard, C., & Wilson, J. P. (2013).

Experiential learning: a handbook for education, training and coaching (3rd ed.). Kogan Page Publishers





#### Bennett, D., Power, A., Thomson, C., Mason, B., & Bartleet, B.-L. (2016).

Reflection for learning, learning for reflection: developing Indigenous competencies in higher education. Journal of University Teaching & Learning Practice, 13(2).

#### Boenink, A. D., Oderwald, A. K., De Jonge, P., Van Tilburg, W., & Smal, J. A. (2004).

Assessing student reflection in medical practice. The development of an observer-rated instrument: reliability, validity and initial experiences. Medical education, 38(4), 368-377.

#### Branch Jr, W. T., & George, M. (2017).

Reflection-based learning for professional ethical formation. AMA journal of ethics, 19(4), 349-356.

https://journalofethics.ama-assn.org/article/reflection-based-learning-professional-ethical -formation/2017-04

#### Brookfield, S.D. (1995).

Becoming a critically reflective teacher. Jossey-Bass.

#### Brookfield, S.D., & Hess, M.E. (2021).

Becoming a white antiracist: A practical guide for educators, leaders, and activists: Stylus. Canadian Standards and Guidelines for Career Development Practitioners. (2012). Glossary of Career Development Terms.

https://career-dev-guidelines.org/wp-content/uploads/2015/06/Glossary.pdf

#### Carson, L. & Fisher, K. (2006).

Raising the bar on criticality: students' critical reflection in an internship program. Journal of Management Education, 30(5), 700-723. Council of Ministers of Education Canada. (2017). CMEC Reference Framework for Successful Student Transitions.

https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-F ramework-for-Successful-Student-Transitions-EN.pdf

#### Cropley, B., Hanton, S., Miles, A., & Niven, A. (2010).

The value of reflective practice in professional development: An applied sport psychology review. Sport Science Review, 19(3-4), 179.

http://archive.sciendo.com/SSR/ssr.2010.xix.issue-3-4/v10237-011-0025-8/v10237-011-00 25-8.pdf

#### Dewey, J. (1933).

How we think: a restatement of the relation of reflective thinking to the educative process. D.C. Heath and Company.

#### Dobos, Á. (2014).

Experiential learning for professional development in the civil service. Procedia-Social and Behavioral Sciences, 116, 5085-5090.





#### DuRose, L., & Stebleton, M.J. (2016).

Lost in translation: Preparing students to articulate the meaning of a college degree. Journal of College and Character, 17(4), 271-277.

https://doi.org/10.1080/2194587X.2016.1230759

#### Eyler, J. (2002).

Reflecting on service: helping nursing students get the most from service learning. Journal of Nursing Education, 41(10), 453-456.

#### Eynon, B., Gambino, L. M., & Török, J. (2014).

Reflection, Integration, and ePortfolio Pedagogy. Catalyst for Learning. Retrieved from http://c2l.mcnrc.org/pedagogy/ped-analysis/

#### Feller, R. & Franklin, M. (2020).

The HEROIC Narrative Assessment System: Helping Undergrads Navigate Transitions. In P. Gardner, H. N. Maietta (Eds.), Advancing Talent Development: Toward a T-model Infused Undergraduate Education. Business Expert Press

#### Fostaty Young, C. S., & Wilson, R. J. (2000).

Assessment and learning: the ICE approach. Portage & Main Press.

#### Franklin, M. (2015).

CareerCycles: A Holistic and Narrative Method of Practice. In B.C. Shepard, P.S. Mani (Eds.), Career Development Practice in Canada: Perspectives, Principles, and Professionalism, 441-463. Toronto: CERIC.

#### Franklin, M., Yanar, B., & Feller, R. (2015).

Narrative method of practice increases curiosity & exploration, psychological capital, and personal growth leading to career clarity: A retrospective outcome-study. Canadian Journal of Career Development 14(2), 14-23

#### Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014).

Active learning increases student performance in science, engineering, and mathematics. Proceedings of the national academy of sciences, 111(23), 8410-8415.

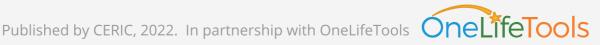
#### Garcia, H. & Miralles, F. (2016).

Ikigai: The Japanese secret to a long and happy life. Penguin.

#### Grossman, R. (2009).

Structures for facilitating student reflection. College Teaching, 51(1), 15-22.





#### Hatton, N., & Smith, D. (1995).

Reflection in teacher education: Towards definition and implementation. Teaching and Teacher Education, 11(1), 33-49.

https://doi.org/10.1016/0742-051X(94)00012-U

#### Helyer, R. (2015).

Learning through reflection: the critical role of reflection in work-based learning (WBL). Journal of Work-Applied Management. Retrieved from

https://www.emerald.com/insight/content/doi/10.1108/JWAM-10-2015-003/full/html

#### Higher Education Quality Council of Ontario (2016).

A Practical Guide for Work-integrated Learning. Queen's Printer for Ontario.

#### Houde, P. M. A. (2019).

Reflective Practice for Professional Development via a Collective Accompaniment Model: Transforming English as a Foreign Language Teaching with BA-TESOL Professionals in Mexico. McGill University (Canada). Retrieved from

https://www.proquest.com/openview/a0d752ba82753833aca63fa3de7524ab/1?pq-origsit e=gscholar&cbl=18750&diss=y

#### Kember, D., Leung, D.Y.P., Jones, A., Yuen Loke, A., McKay, J., Sinclair, K., Tse, H., Webb, C., Kam Yuet Wong, F., Wong, M. & Yeung, E. (2000)

Development of a Questionnaire to Measure the Level of Reflective Thinking. Assessment & Evaluation in Higher Education, 25(4), 381-395,

https://doi.org/10.1080/713611442

#### Kember, D., McKay, J., Sinclair, K., & Wong, F. K. Y. (2008).

A four-category scheme for coding and assessing the level of reflection in written work. Assessment & Evaluation in Higher Education, 33(4), 369-379.

#### King, P. M., & Kitchener, K. S. (1994).

Developing reflective judgment: understanding and promoting intellectual growth and critical thinking in adolescents and adults. Jossey-Bass.

#### Kinsella, E. A. (2001).

Reflections on reflective practice. Canadian Journal of Occupational Therapy, 68(3), 195-198. Retrieved from

https://journals.sagepub.com/doi/abs/10.1177/000841740106800308

#### Kinsella, E.A. (2007).

Technical rationality in Schön's reflective practice: dichotomous or non-dualistic epistemological position. Nursing philosophy, 8, 102-113.





#### Kluger, A. N., & Nir, D. (2010).

The feedforward interview. Human Resource Management Review, 20(3), 235-246.

#### Kolb, D.A. (1984).

Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall

#### LaFever, M. (2016).

Switching from Bloom to the Medicine Wheel: creating learning outcomes that support Indigenous ways of knowing in post-secondary education. Intercultural Education, 27(5), 409-424.

https://doi.org/10.1080/14675986.2016.1240496

#### Loughran, J.J. (1996).

Developing reflective practice: learning about teaching and learning through modelling. The Falmer Press.

#### Maguire, D. S. (2018).

First Year Business Practicum: Impacts of Early Experiential Learning. e-Journal of Business Education & Scholarship of Teaching, 12(1), 88–101.

#### Mamede, S., & Schmidt, H. (2004).

The structure of reflective practice in medicine. Medical Education, 38, 1302-1306.

#### McRae, N., & Johnston, N. (2016).

The Development of a Proposed Global Work-Integrated Learning Framework. Asia-Pacific Journal of Cooperative Education, 17(4), 337-348.

#### McRae, N., Judene Pretty, T., Church, D. (n.d.).

Work-Integrated Learning Quality Framework, AAA. University of Waterloo. Retrieved from

https://uwaterloo.ca/centre-advancement-co-operative-education/sites/ca.centre-advancement-co-operative-educ ement-co-operative-education/files/uploads/files/wil\_quality\_framework\_-\_aaa\_-\_for\_posti ng.pdf

#### Merriam-Webster. (n.d.). Metacognition.

In Merriam-Webster.com dictionary. Retrieved August 25, 2021, from https://www.merriam-webster.com/dictionary/metacognition

#### Mezirow, J. (1991).

Transformative dimensions of adult learning. San Francisco, CA: Jossey-Bass.





#### Mezirow, J. (1997).

Transformative learning: Theory to practice. In P. Cranton (Ed.), Transformative learing in action: Insights from practice. New directions for adult and continuing education (Vol. 74). Jossey-Bass.

#### Mohawk College. (n.d.).

Experiential Learning and Reflection. Retrieved from

https://www.mohawkcollege.ca/employees/centre-for-teaching-learning/experiential-lear ning/experiential-learning-and-reflection

#### Moon, J. A. (2004).

Reflection and employability (Vol. 4). York: LTSN Generic Centre. Piaget, J. (1971). Psychology and epistemology: towards a theory of knowledge. Grossman. Pitts, W. (2013, Nov 4). Reflective Pedagogy Practice: Baseline & Post-Baseline Evidence [Web log post]. http://lc.mcnrc.org/

#### Porter, J. (2017).

Why you should make time for self-reflection (even if you hate doing it). Harvard Business Review, 21.

https://hbr.org/2017/03/why-you-should-make-time-for-self-reflection-even-if-you-hate-d oing-it

#### Prince, M. (2004).

Does active learning work? A review of the research. Journal of Engineering Education, 93 (3), 223-231.

#### Raelin, J. A. (2002).

'I Don't Have Time to Think!'(vs. The Art of Reflective Practice). Reflections, 4(1), 66-79.

#### Registered Nurses' Association of Ontario. (n.d.).

Reflective Practice Teaching activities and resources.

https://mharesource.rnao.ca/section-four/reflective-practice-teaching-activities-and-resou rces

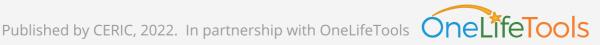
#### Risner, D. (2015).

Research, Design, and Implementation of an Internship Course in Dance: Turning Student Knowledge into Professional Know-How. Journal of Dance Education, 15(2), 60–71. https://doi.org/10.1080/15290824.2015.968280

#### Roberts, P. (2016). Reflection:

A Renewed and Practical Focus for an Existing Problem in Teacher Education. Australian Journal of Teacher Education, 41(7), 19-35. Retrieved from https://search.informit.org/doi/abs/10.3316/aeipt.213243





#### Rodgers, C. (2002).

Defining Reflection: Another Look at John Dewey and Reflective Thinking. Teachers College Record 104 (4), 842-866. Retrieved from

http://www.tcrecord.org/

#### Roland, K. (2017, March).

Experiential Learning: Learning through Reflective Practice. International Journal for Cross-Disciplinary Subjects in Education, 8(1), 2982-2989.

http://dx.doi.org/10.20533/ijcdse.2042.6364.2017.0405

#### Rolfe, G., Jasper, M., & Freshwater, D. (2011).

Critical reflection in practice: Generating knowledge for care. Palgrave MacMillan

#### Ryan, M., & Ryan, M. (2013).

Theorising a model for teaching and assessing reflective learning in higher education. Higher Education Research and Development, 32(2), 244–257.

https://doi.org/10.1080/07294360.2012.661704

#### Sargeant, J.M., Mann, K.V., Van der Vleuten, C.P., & Metsemakers, J.F. (2009).

Reflection: a link between receiving and using assessment feedback. Advancement in Health Science Education, 14, 399-400.

#### Sattler, P. (2011).

Work-Integrated learning in Ontario's postsecondary sector. Toronto: Higher Education Quality Council of Ontario.

#### Schön, D. (1983).

The reflective practitioner: how professionals think in action. Basic Books

#### 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://celt.uwindsor.ca/index.php/CELT/article/view/5388

#### Stirling, A., Kerr, G., Banwell, J., MacPherson, E., & Heron, A. (2016).

A practical guide for work-integrated learning: Effective practices to enhance the educational quality of structured work experiences offered through colleges and universities. Toronto: Higher Education Quality Council of Ontario.

http://experience.uwo.ca/pdfs/faculty\_resources\_and\_examples/HEQCO\_WIL\_Guide\_ENG \_ACC.pdf

#### Theill-Madsen, T. (2018).

Literature review. The University of Edinburgh.

https://www.ed.ac.uk/files/atoms/files/reflection\_literature\_review.pdf





#### Tiessen, R. (2018).

Improving Student Reflection in Experiential Learning Reports in Post-Secondary Institutions. Journal of Education and Learning, 7(3), 1-10.

http://dx.doi.org/10.5539/jel.v7n3p1

#### Tiessen, R., Grantham, K. & Cameron, J. (2018).

The Relationship Between Experiential Learning and Career Outcomes for Alumni of International Development Studies Programs in Canada. Canadian Journal of Higher Education (1975), 48(3), 23-42.

#### Thompson, S. & Thompson, N. (2008).

The critically reflective practitioner. Palgrave Macmillan.

#### University of Iowa, Division of Student Life. (2021).

Using Reflection for Assessment.

https://studentlife.uiowa.edu/assets/Using-Reflection-for-Assessment.pdf

#### University of Manitoba. (n.d.).

Reflective Teaching.

https://centre.cc.umanitoba.ca/development/resources/reflective-teaching/#using-reflecti on-to-improve-student-learning

#### Vilaseca, B. (2013).

Qué harías si no tuvieras miedo? [What would you do if you weren't afraid?] Mondadori; Random House.

Wagner, K. (2006). Benefits of Reflective Practice. Leadership, 36(2), 30-32.

#### Wald, H.S., Borkan, J.M.m Scott Tayler, J., Anthony, D., & Reis, S.P. (2012).

Fostering and evaluating reflective capacity in medical education: developing the REFLECT rubric for assessing reflective writing. Academic Medicine, 87. 41-50.

#### Wegner, J, Turcic II, S.M., & Hohner, G. (2015, June 14-17).

Learning from experiences: examining self-reflection in engineering design courses. Paper presented at the 122nd ASEE Annual Conference & Exposition, Seattle, WA.

#### Winn, M. (2014, May 14).

What is your Ikigai? The View Inside Me.

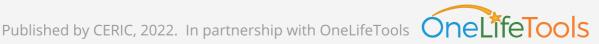
http://theviewinside.me/what-is-your-ikigai

#### Whalen, K. & Paez, A. (2019).

Development of a new framework to guide, assess, and evaluate student reflections in a university sustainability course. Teaching & Learning Inquiry, 7(1).

http://dx.doi.org/10.20343/teachlearningu.7.1.5





#### Wong, K., Kember, D., Chung, L., & Yan, L. (1995).

Assessing the level of student reflection from reflective journals. Journal of Advanced Nursing, 22 (1), 48-57.

http://dx.doi.org/10.1046/j.1365-2648.1995.22010048.x

#### Young, S. (2009).

CAELA Network Briefs Supporting and Supervising Teachers Working With Adults Learning English. Center for Applied Linguistics.

https://www.cal.org/caelanetwork/resources/supporting.html Zuzunaga, A. (2011) Proposito. Cosmograma. https://www.cosmograma.com/proposito.php

ENGLISH PERIPHERAL ARTICLES (articles we found somewhat related to our topic and did not reference, but that others may find useful)

#### Associate for Experiential Education. (n.d.).

What is Experiential Education?

https://www.aee.org/what-is-ee Batchelder,

#### A. (2010, July 6).

Students brains are being digitally rewired [Web log post].

http://literacyispriceless.wordpress.com/

#### Bleakney, J. (2019).

What is Work-Integrated Learning?

https://www.centerforengagedlearning.org/what-is-work-integrated-learning/

#### Bloomfield, T. (2013).

Engaging indigenous participation: toward a more diverse profession. Museum Management and Curatorship, 28:2, 138-152,

http://dx.doi.org/10.1080/09647775.2013.776798

#### Bringle, R. G., & Hatcher, J. A. (1999).

Reflection in service-learning: Making meaning of experience. Educational Horizons, 7(4), 179-185.

https://digitalcommons.unomaha.edu/slceeval/23/

#### The Canadian Bar Association. (n.d.).

Part 1: The Theory Behind Experiential Learning. Retrieved from https://www.cba.org/Publications-Resources/Practice-Tools/Experiential-Learning-Guide/ Part-1





#### Carleton University. (2018).

Experiential Learning.

https://carleton.ca/edc/teachingresources/high-impact-practices/experiential-learning/

#### Carleton University. (n.d.).

Experiential learning is the application of theory and academic content to real-world experiences.

https://carleton.ca/experientialeducation/

#### Carson, A., Greenhill, G. (2013).

The Manhattanville Portfolio System: Using Inquiry and Reflection to Support Integration across a Student's College Career.

http://mville.mcnrc.org/ref-practice-2/

#### Chan, A., & Derry, T. (2013).

A roadmap for transforming the college-to-career experience. Wake Forest University. https://prod.wp.cdn.aws.wfu.edu/sites/74/2013/05/A-Roadmap-for-Transforming-The-Col lege-to-Career-Experience.pdf

#### [CEWIL Canada]. (2021, June 2).

CEWIL Research Webinar Series Volume 2.

https://www.youtube.com/watch?v=LA7JqSZhUKI

#### Eyler, J. (2009).

The power of experiential education. Liberal education, 95(4), 24-31.

https://www.aacu.org/

#### Eyler, J., Giles, D. E., & Schmiede, A. (1996).

A practitioner's guide to reflection in service-learning. Vanderbilt University.

#### Eynon, B., Gambino, L. M., & Török, J. (2014).

What Difference Can ePortfolio Make? A Field Report from the Connect to Learning Project. International Journal of ePortfolio, 4(1), 95-114. http://www.theijep.com

#### Future New Brunswick. (n.d.).

Experiential Learning Toolkit for New Brunswick Employers.

https://futurenewbrunswick.ca/wp-content/uploads/2020/08/FRNB\_EmployerToolkit-Boo klet\_Final.pdf

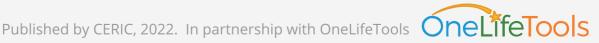
#### Gray, L. (2008).

Effective practice with e-portfolios. Higher Education Funding Council for England, JISC,

https://www.webarchive.org.uk/wayback/archive/20140615090512/

http://www.jisc.ac.uk/media/documents/publications/effectivepracticeeportfolios.pdf





#### Hasan, A., Wilkins, L., McShane, K., & Arzaga, A. (2019).

Zone Learning: A Pilot Evaluation of 21st Century Skills. Ryerson University. https://www.ryerson.ca/content/dam/experiential/PDFs/IINC-WhitePaper-Ryerson-Zone-L earning.pdf

#### Howland, S. M. (2017).

Formative Evaluation of BYU Internship Course Syllabi. Unpublished masters project manuscript, Department of Instructional Psychology and Technology, Brigham Young University.

https://scholarsarchive.byu.edu/ipt\_projects/4

#### Jackson, D., Rowbottom, D., Ferns, S., & McLaren, D. (2017).

Employer understanding of work-integrated learning and the challenges of engaging in work placement opportunities. Studies in Continuing Education, 39(1), 35-51. https://www.tandfonline.com/doi/abs/10.1080/0158037X.2016.1228624

#### Jameson, J., Clayton, P., & Bringle, R. (2008).

Investigating student learning within and across linked service-learning courses. In M. Bowden, S. Billig, & B. Holland (Eds.), Scholarship for sustaining service-learning and civic engagement (pp. 3-27). Information Age Publishing.

#### Johnson, J.A. (2013).

Reflective learning, reflective practice, and metacognition: the importance in nursing education. Journal for Nurses in Professional Development, 29(1), 46-48. https://doi.org/10.1097/NND.0b013e31827e2f27

#### Liu, Y. (2019, May 10).

Post-Secondary Students with Disabilities Face Gaps in Career Education Services. CERIC. https://ceric.ca/2019/05/post-secondary-students-with-disabilities-face-gaps-in-career-ed ucation-services/

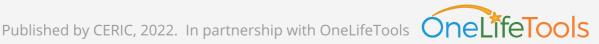
#### Mackaway, J., & Winchester-Seeto, T. (2018).

Deciding access to work-integrated learning: Human resource professionals as gatekeepers. International Journal of Work-Integrated Learning, 19(2), 141-154. https://wilresearch.uwaterloo.ca/Resource/View/1800

McGuire, L., Strong, D., Lay, K., Ardemagni, E., Wittberg, P., & Clayton, P. (2009). A case study of faculty learning around reflection: A collaborative faculty development project. In B. Moeley, S. Billig, & B. Holland (Eds.), Creating our identities in service learning and community engagement (pp. 53-72). Information Age Publishing.

McIlveen, P., Brooks, S., Lichtenberg, A., Smith, M., Torjul, P., & Tyler, J. (2009, April). Career development learning and work-integrated learning practices in Australian universities.





Proceedings of the CDAA National Career Conference 2009 (pp. 1-2). https://www.researchgate.net/publication/241572119 Career Development Learning an d\_Work-integrated\_Learning\_Practices\_in\_Australian\_Universities

#### Mezirow, J. (1998).

On critical reflection. Adult Education Quarterly, 48(3), 185-199.

#### Ministry of Advanced Education and Skills Development. (n.d.).

MAESD's Guiding Principles for Experiential Learning.

https://carleton.ca/provost/wp-content/uploads/A04-EL-Guiding-Priciples-FINAL-EN.pdf

#### Moon, J. (2004).

A handbook of reflective and experiential learning: theory and practice. Routledge Falmer

#### National Association of Colleges and Employers. (2021).

Competencies for a Career-Ready Workforce.

https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-com petencies-revised-apr-2021.pdf

#### National Association of Colleges and Employers. (2016).

Addressing the Career Readiness of Nontraditional Students.

https://www.naceweb.org/career-readiness/best-practices/addressing-the-career-readine ss-of-nontraditional-students/

#### National Association of Colleges and Employers. (2017).

Symposium IDS Four Pillars of Competency Development.

https://www.naceweb.org/career-readiness/competencies/symposium-ids-four-pillars-ofcompetency-development/

#### National Society for Experiential Education. (2013).

Eight Principles of Good Practice for All Experiential Learning Activities.

https://www.nsee.org/8-principles

#### OneLifeTools. (n.d.).

Evidence, Articles, Resources & Presentations.

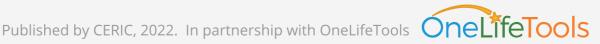
https://onelifetools.com/pages/evidence-articles

#### Peters, J., Sattler, P., & Kelland, J. (2014).

Work-integrated learning in Ontario's postsecondary sector: The pathways of recent college and university graduates. Higher Education Quality Council of Ontario.

https://heqco.ca/pub/work-integrated-learning-in-ontarios-postsecondary-sector-the-pat hways-of-recent-college-and-university-graduates/





#### Philipps, L., Turcotte, J. F., & Nichols, L. (2016, October 27).

The Downsides of Post-Secondary Co-op Work Placements. Globe & Mail. https://www.theglobeandmail.com/report-on-business/rob-commentary/the-downsidesof-post-secondary-co-op-work-placements/article32536934/

#### Purchase, L. (2021, May 1).

Accessible Experiential Learning: The Key to Student Success in the Future of Work. Career Convergence.

https://ncda.org/aws/NCDA/pt/sd/news article/228998/ PARENT/CC layout details/false

#### Reddan, G. (2016).

The Role of Work-Integrated Learning in Developing Students' Perceived Work Self-Efficacy. Asia-Pacific Journal of Cooperative Education, 17(4), 423-436. https://eric.ed.gov/?id=E|1131584

#### Royal Bank of Canada (RBC). (2018).

Humans wanted: how Canadian youth can thrive in the age of disruption. https://www.voced.edu.au/content/ngv:81143 Sachs, J.,

#### Rowe, A., & Wilson, M. (2016a).

2016 Good Practice Report-Work Integrated Learning (WIL). Canberra: Department of Education and Training.

https://research-management.mq.edu.au/ws/portalfiles/portal/35597534/nla.obj 398424 186.pdf

#### Sachs, J., Rowe, A., & Wilson, M. (2016b).

Work Integrated Learning (WIL) Good Practice Case Studies. https://ltr.edu.au/resources/WIL\_Case\_Studies\_2016.pdf

#### Scheef, A. R., Barrio, B. L., Poppen, M. I., McMahon, D., & Miller, D. (2018).

Exploring barriers for facilitating work experience opportunities for students with intellectual disabilities enrolled in postsecondary education programs. Journal of Postsecondary Education and Disability, 31(3), 209-224.

https://wilresearch.uwaterloo.ca/Resource/View/2027

#### Schön, D. (1983).

The Reflective Practitioner. Jossey-Bass.

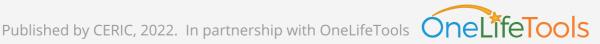
Schön, D. (1987). Educating the Reflective Practitioner. Jossey-Bass

#### Schwartz, M. (2012).

Best Practices in Experiential Learning. Ryerson University.

https://www.ryerson.ca/content/dam/learning-teaching/teaching-resources/teach-a-cour se/experiential-learning.pdf





#### Sutherland, K., & Symmons, M. (2013).

Issues and Challenges Identified in the Development of a Broad Multidisciplinary Work Integrated Learning Package. Asia-Pacific Journal of Cooperative Education, 14(4), 295-304. https://eric.ed.gov/?id=EI1113807

#### The Ministry of Education. (2018).

Cooperative Education.

http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf

#### UNESCO. (n.d).

Education transforms lives.

https://en.unesco.org/themes/education/

#### Universities Canada. (2018).

Study on experiential learning and pathways to employment for Canadian youth. https://www.univcan.ca/media-room/publications/study-on-experiential-learning-and-pat hways-to-employment-for-canadian-youth/

#### University of Toronto. (2017).

Rethinking Higher Education Curricula: Increasing Impact Through Experiential, Work-Integrated, and Community-Engaged Learning. University of Toronto. https://www.utsc.utoronto.ca/ctl/sites/utsc.utoronto.ca.ctl/files/u8/UofT%20White%20Pa per%20Integrated%20Learning%20Experiences-%20June%202017a-2.pdf

#### University of Waterloo. (n.d.).

ePortfolios Explained: Theory and Practice.

https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/edu cational-technologies/all/eportfolios

#### University of Waterloo. (n.d.).

Experiential Learning.

https://uwaterloo.ca/centre-for-teaching-excellence/support/integrative-learning/experie ntial-learning

#### University of Waterloo. (n.d.).

Quality of Work Term Experiences, Co-op Student Perspective.

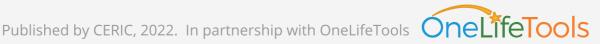
https://uwaterloo.ca/centre-advancement-co-operative-education/employer-resources/g uality-work-term-experiences-co-op-student-perspective

#### Waddell, J., Robinson, P., & Wehbi, S. (2018).

Bridging the Theory/Practice Divide in Professional Programs. Transformative Dialogues: Teaching and Learning Journal, 11(1).

https://www.ryerson.ca/content/dam/experiential/PDFs/Waddelletal-Bridging-the-theoryel-the-solution.pdf





#### Zlotkowski, E., & Clayton, P. (2005, April).

Reclaiming reflection. Paper presented at the meeting of the Gulf South Summit on Service-Learning and Civic Engagement, Cocoa Beach, FL.

#### FRENCH ARTICLES

#### Amyot, D. 2020.

Les occasions d'apprentissage intégré au travail stimulent l'innovation et peuvent nous aider dans la lutte contre la COVID-19.

https://orientaction.ceric.ca/2020/07/20/les-occasions-dapprentissage-integre-au-travail-sti mulent-linnovation-et-peuvent-nous-aider-dans-la-lutte-contre-la-covid-19/#.YRA86S3pP\_i

#### Beaupré, S., Lefebvre, J., & De Champlain, Y. (Eds.). (2020).

Analyse reflexive en enseignement professionnel et technique: De la théorie à la pratique. Québec: Presses de l'Université du Québec.

doi:10.2307/j.ctv18b5cv7

#### Bédard, D., Bibeau, J., Pilon, C., & Turgeon, A. (2020).

L'Espace Expérientiel (E2): une pédagogie interactive. Les Annales de QPES, 1(1).

#### Bucheton, D. (2003).

Du portfolio au dossier professionnel: éléments de réflexion. Tréma, (20-21), 43-53. http://probo.free.fr/textes\_amis/portfolio\_bucheton.pdf

#### Caceres, J. F. (2018).

Gérer une organisation émancipatrice: la pratique réflexive de parole d'exclues (Doctoral dissertation).

#### Consortium d'animation sur la persévérance et la réussite en enseignement supérieur. (2017).

L'apprentissage expérientiel : lier la salle de classe et le monde du travail.

https://www.capres.ca/enseignement-et-apprentissage/enseignement-cooperatif-et-stages/ lapprentissage-experientiel-lier-la-salle-de-classe-et-le-monde-du-travail/

#### Deschamps, A. (2020).

L'évolution de la pratique réflexive chez les apprenantes et les superviseures lors des stages en travail social (Doctoral dissertation, Université du Québec à Chicoutimi). https://constellation.ugac.ca/5743/

#### Deschênes, M. F., Fournier, V., & St-Julien, A. (2016).

Le développement du jugement en situation authentique: l'apprentissage expérientiel dans un context de simulation pour une pratique professionnelle sécuritaire.

https://mobile.edug.info/xmlui/bitstream/handle/11515/34642/deschenes-fournier-st-julie n-30-1-2016.pdf?sequence=2&isAllowed=y





#### Dubé, J-S. (2019).

Une plateforme web d'apprentissage expérientiel pour les Franco-Ontariens. L'Éveilleur Université de Sherbrooke.

https://leveilleur.espaceweb.usherbrooke.ca/34156/une-plateforme-web-dapprentissage -experientiel-pour-les-franco-ontariens/

#### Gauthier, P. D. (2009).

Exploiter son portfolio numérique: construire son identité professionnelle numérique pour valoriser ses competences/The use of a personal digital portfolio: how to build its own professional digital identity and enhance its competences. Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie, 34(3).

https://www.cjlt.ca/index.php/cjlt/article/download/26411/19593?inline=1

#### Guillemette, F. (2016).

Introduction: la pratique réflexive, tout le monde en parle, mais.... Approches inductives, 3(1), 1-6.

https://doi.org/10.7202/1035192ar

#### Gauthier, P. D. (2009).

Exploiter son portfolio numérique: construire son identité professionnelle numérique pour valoriser ses competences/The use of a personal digital portfolio: how to build its own professional digital identity and enhance its competences. Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie, 34(3).

https://www.cjlt.ca/index.php/cjlt/article/download/26411/19593?inline=1

#### Landry, J. (2018).

Billet de la présidente A consommer sans modération. Le magazine des conseillers d'orientation, 8(2).

https://www.orientation.gc.ca/files/L'ORIENTATION\_Vol8\_Num2\_Web\_PP.pdf

#### Le Boucher, C., Lameul, G., & Pentecouteau, H. (2018).

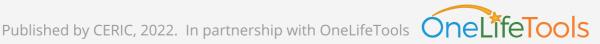
L'expérimentation du eportfolio à l'université: questionnements autour de la réflexivité. The Canadian Journal for the Scholarship of Teaching and Learning, 9(3). Lefebvre, J. (2015). Un dispositif en soutien au développement de la pratique reflexive enseignante. Pédagogie collégiale. 26(4), 23-27.

https://www.ctreq.qc.ca/wp-content/uploads/2019/07/Un-dispositif-en-soutien-au-dévelo ppement-de-la-pratique-réflexive-enseignante.pdf

#### Lévesque, J. P. (2002).

La pratique réflexive: veritable postulat du développement professionnel. Pédagogie collégiale, 15(3), 11-14.





#### Dubé, J-S. (2019).

Une plateforme web d'apprentissage expérientiel pour les Franco-Ontariens. L'Éveilleur Université de Sherbrooke.

https://leveilleur.espaceweb.usherbrooke.ca/34156/une-plateforme-web-dapprentissageexperientiel-pour-les-franco-ontariens/

#### Gauthier, P. D. (2009).

Exploiter son portfolio numérique: construire son identité professionnelle numérique pour valoriser ses competences/The use of a personal digital portfolio: how to build its own professional digital identity and enhance its competences. Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie, 34(3).

https://www.cjlt.ca/index.php/cjlt/article/download/26411/19593?inline=1

#### Guillemette, F. (2016).

Introduction : la pratique réflexive, tout le monde en parle, mais.... Approches inductives, 3 (1), 1-6.

https://doi.org/10.7202/1035192ar

#### Gauthier, P. D. (2009).

Exploiter son portfolio numérique: construire son identité professionnelle numérique pour valoriser ses competences/The use of a personal digital portfolio: how to build its own professional digital identity & enhance its competences. Canadian Journal of Learning & Technology/La revue canadienne de l'apprentissage et de la technologie, 34(3). https://www.cjlt.ca/index.php/cjlt/article/download/26411/19593?inline=1

#### Landry, J. (2018).

Billet de la présidente A consommer sans modération. Le magazine des conseillers d'orientation, 8(2).

https://www.orientation.qc.ca/files/L'ORIENTATION\_Vol8\_Num2\_Web\_PP.pdf

#### Le Boucher, C., Lameul, G., & Pentecouteau, H. (2018).

L'expérimentation du eportfolio à l'université: questionnements autour de la réflexivité. The Canadian Journal for the Scholarship of Teaching and Learning, 9(3).

#### Lefebvre, J. (2015).

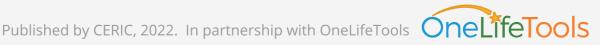
Un dispositif en soutien au développement de la pratique reflexive enseignante. Pédagogie collégiale. 26(4), 23-27.

https://www.ctreq.qc.ca/wp-content/uploads/2019/07/Un-dispositif-en-soutien-au-dévelop pement-de-la-pratique-réflexive-enseignante.pdf

#### Lévesque, J. P. (2002).

La pratique réflexive: veritable postulat du développement professionnel. Pédagogie collégiale, 15(3), 11-14.





#### Mailles-Viard Metz, S., & Albernhe-Giordan, H. (2008).

Du e-portfolio à l'analyse du produit et du processus de conception du projet personnel de l'étudiant. Revue internationale des technologies en pédagogie universitaire/International Journal of Technologies in Higher Education, 5(3), 51-65.

#### Ordre des éducatrices et des éducateurs de la petite enfance. (2014).

Pratique réflexive et apprentissage autonome.

https://www.college-ece.ca/fr/Documents/Reflective%20Practice%20and%20Self-Directe d%20Learning%20Booklet%20FR.pdf

#### Ouellet, M. (2019).

Représentations et pratiques de réflexivité pour des diplômées et diplômés du programme de baccalauréat en service social de l'Université de Sherbrooke. Mémoire Université de Sherbrooke.

http://hdl.handle.net/11143/15535

#### Petit, M., & Bélisle, M. (2018).

Démarche d'implantation du portfolio numérique en enseignement supérieur: le cas de deux programmes de formation à l'enseignement. Revue internationale des technologies en pédagogie universitaire/International Journal of Technologies in Higher Education, 15(3), 52-67.

#### Rubatier, Sylvie (2019).

Une quête de renouvellement relationnel : itinéraire d'apprentissage transformateur. Mémoire. Rimouski, Québec, Université du Québec à Rimouski, Département de psychosociologie et travail social, 214 p.

#### Savard, R. (2009).

La pratique réflexive: processus essentiel au développement de notre compétence. Revue En pratique, 9-12.

https://www.orientation.gc.ca/files/EnPratiqueNo10\_Janvier2009.pdf



