REPORT: Unlocking the Career Development value of Experiential Learning
CERIC-OneLifeTools project. August 31, 2021

CONTENTS

Summary

Experiential learning that integrates high quality reflective practice unlocks career development's great potential. In practice, this occurs less than learners need. Yet, practitioners yearn to find easy ways to deliver on this promise. **Our literature search, environmental scan, key informant interviews and survey found limited overlap between reflective practice and career development.** Budgetary, time constraint, and student motivation to engage are prime contributors to this lost opportunity, and a **lack of clarity about how and why to link career development to reflective practice is problematic.**

With more holistic definitions of career and career development in mind, we propose a "mighty movement" to unlock career development's value when reflective practice is enhanced within experiential learning. As practitioners access specific tools and learn useful practices their ability to connect experiential learning with reflective practice, career development outcomes will accelerate. A message to experiential learning designers that emerges from the findings of this project is:

"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."

Career development outcomes have not successfully broken through a majority of experiential learning programs due to the inability to connect experiential learning, reflective practices and translation to career development. This project provides "can do" links from experiential learning activities and reflective practice to career development outcomes and shows learners and practitioners that reflective practice can help learners:

1. Gain clarity about "what's next?" possibilities in any life roles
2. Take inspired actions to explore those possibilities
3. Identify necessary learning and workplace behaviors to acquire critical skills (such as problem solving, teamwork, making presentations, client communication)
4. Navigate transitions from the learning environment to life roles and career planning
5. Translate experiential learning into workplace success
6. Translate experiential learning into "life roles" success
7. Identify additional learning habits, sources and opportunities

The primary purpose of this project is to develop an accessible digital tool, a Wayfinder that will allow practitioners to easily search for relevant reflective practice resources to unlock the career development value within experiential learning programs. This report summarizes key findings from a resource scan, literature review and needs assessment, and an informal student focus group, to identify key recommendations for developing the digital tool.

Overall findings suggest a wide disparity between high-quality reflective practice in the literature and the range of reflective practice taking place within the context of experiential learning for career development. We identify the **opportunity for broader career development outcomes as a higher goal of experiential learning.** More specifically, integration of career development into reflective practice models for experiential learning programs needs to improve via career-focused reflection questions and prompts, and explicit identification of career development objectives and outcomes in the design and assessment phases of reflective practice within any curriculum.
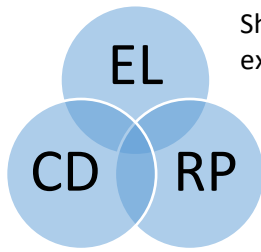
Shown graphically, from our proposal, we seek an effective balance among experiential learning, reflective practice and career development.

We offer a Wayfinding Solution Statement: Lead practitioners (MAKERS) to resources to support their programs or courses in order to create or improve reflective practice on experiential learning and expand career development outcomes.

Improved reflective practice with an expanded career development focus, in turn, supports learners and end-users (USERS) to make meaningful links back to the power of their academic learning, and forward to their personal identity, and career and life aspirations. These links promote USERS' sense of pride when they see how their learning can influence how they belong to and can shape their world, unlock career and life possibilities with a sense of mastery, and take inspired action while exploring possibilities.

Flowing from this Wayfinding Solution statement, our goal is to:

1. identify reflective practice resources linked to career development, for MAKERS and their USERS in one place: an online, easily searchable database (WAYFINDER), and,
2. help clarify reflective practice gaps and needs related to career development, via a Practitioner's Audit & Guide, to optimize use of the WAYFINDER,
3. offer recommendations for additional ways to connect the dots of experiential learning, reflection and career outcomes.

Purpose

The benefits for career development of learning through reflection on active experiences are well documented (Dewey, 1933; Mezirow, 1991; Schon, 1983; Freeman et al., 2014; Prince, 2004; Piaget, 1971; Sattler, 2011; Sergeant et al., 2009; Wald et al., 2012; Ashby, 2006; Wagner, 2006; Wegner et al., 2015; Moon, 2004; Higher Education Quality Council of Ontario [HEQCO], 2016; Thejll-Madsen, 2018).

Experiential learning programs often endeavor to include some element of reflective practice and aim to support career development. However, the implementation of reflective practice varies widely in quality across programs. This variability results in a range of imbalances that reduce effectiveness. The wide range of reflective practice resources available online needs to be better understood and more easily accessible.

The primary purpose of this project is to develop an accessible digital tool to allow practitioners to easily search for existing, relevant reflective practice resources that unlock the career development value latent within experiential learning programs.

To inform resource development, we conducted information collecting activities to explore how reflective practice is defined and implemented across experiential learning programs. Activities included a scan of online reflective practice resources, a literature search, and a needs assessment consisting of key informant interviews and an online survey. These activities identified different degrees to which reflective practices are taking place, including whether the practices are deliberate and explicit, implicit or unintended. These activities also aimed to describe different approaches to reflection, including the focus of reflection, how it is facilitated, and its impact on career development outcomes. We captured a

wide range of perspectives on the needs, gaps and opportunities for reflective practice, with specific attention on inclusivity.

This report summarizes key findings from the resource scan, literature review and needs assessment. It then lists the resulting key recommendations for developing the digital tool. Areas for further exploration beyond this project are also suggested.

Approach

Information gathered about reflective practice as it relates to Experiential Learning informs development of the digital tool in four ways:

1. Scan of online reflective practice resources, March to August 2021
    *   Focus: online search for publicly available English and French resources, tools and approaches aimed at encouraging reflective practice in experiential learning to improve career outcomes
    *   Primary sectors of interest: Canadian post-secondary institution experiential learning (EL) programs, including Work Integrated Learning (WIL) and non-WIL; Canadian adult employment programs (government and not-for-profit); Canadian EL program community and employer partners; Canadian career development organizations/networks
    *   Secondary sectors of interest: Secondary and K-12 schools in Canada; international post-secondary institution experiential learning (EL) programs, including Work Integrated Learning (WIL) and non-WIL;
    *   Online search conducted using google.com
    *   Key search terms: experiential learning; reflective practice; career development; resources; Canada
    *   Alternative search terms: critical reflection
    *   Additional parameters for selecting resources included: Canadian resources were prioritized, then US and then international; post-2016 were prioritized, then prior-2016
    *   Number of documents identified: 225 English and 53 French. A complete list of the resources found, including name, online links, and source is provide in the Appendix.

2. Literature search focusing on how reflective practice is currently defined and what key elements make reflective practice effective for career development in the context of experiential learning
    *   Background reading and prep: background reading material was identified to provide a quick overview of reflective practice and identify key terminology associated with reflective practice. Sources included the CERIC Experiential Learning and Career Development Literature Search (2016-2019); University of Edinburgh literature review on reflection (Thejll-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

- Additional parameters for selecting resources included: 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 in the online resource scan were also added to literature search results list.
- Number of literature documents identified: 86 English and 22 French. A complete list of the articles and reference documents found as part of the literature search, categorized for easy reference, is provide in the Appendix.

3. The needs assessment includes two parts: key informant interviews, followed by an online survey of practitioners
   - A group of practitioners, thought leaders and stakeholders were identified by reaching out to CERIC and contact networks among the advisory group. A call for interviewees was also included via the CareerWise newsletter of April 2021. Nineteen interviewees from across Canada participated. Interviews took place in June 2021 with transcription recorded for later purposes. A note taker was also present during each interview. Key findings are discussed in the Findings sections of this report.
   - Interview questions provided insights about the experiential learning programs interviewees were involved in, the reflective practices they employed, and their program's career development objectives. The survey also asked about what resources would be helpful to address needs and/or gaps.
   - Common themes and challenges emerged from the interviews and informed the development of an online survey that was distributed in July 2021 across multiple experiential learning and career development networks, including CERIC and CEWIL. The survey was open for 3.5 weeks.
   - The survey consisted of 20 questions. In addition to the topics listed above several questions proved the usefulness of a Wayfinder tool designed to improve reflective practice for experiential learning practitioners.
   - The online survey yielded 72 responses and findings below.

4. Informal student focus group
   - Five postsecondary students were informally interviewed about their reflection activities and assignments they encountered during their experiential learning activities.

Findings

1. Literature Search findings

The primary purpose of our literature search was to understand what reflective practice is and what key elements enable its effectiveness in supporting career development in the context of experiential learning. We also set out to learn about the process of reflective practice and its reception as a high-quality practice. The findings were sorted into three stages: design, implementation and assessment.

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; enabling knowledge translation and making the most of feedback and supervision; increased effectiveness in planning professional and personal development; gaining the ability to identify development of soft skills, life skills (such as decision-making, goal setting, problem-solving and the ability to integrate multiple concepts) and communicate attributes to gain employment; greater job satisfaction; and enhanced professional life (Dewey, 1933; Mezirow, 1991; Schon, 1983; Freeman et al., 2014; Prince, 2004; Piaget, 1971; Sattler, 2011; Sergeant et al., 2009; Wald et al., 2012; Ashby, 2006; Wagner, 2006; Wegner et al., 2015; Moon, 2004; Higher Education Quality Council of Ontario [HEQCO], 2016; Thejll-Madsen, 2018).

However, one major challenge to reflection is the belief that a learner is 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" (Thejll-Madsen, 2018). This became evident in the findings of our resource scan and key informant interviews. **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. When done properly, however, reflection can be taught and people can evolve their reflective abilities** (Grossman, 2009; Carson & Fisher, 2006).

What is Reflective Practice?

Kolb (1984) connected reflective practice to successful experiential learning, stating that allowing 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, learning is likely not to become conscious or lasting for the student. Reflective practice is described in the literature in many ways, however, common elements exist across the varied definitions:

Reflective practice is purposeful, active, critical examination of experiences, both positive and negative, and ourselves (Thejll-Madsen, 2018). **It is a tool that allows theory and practice or experience to re-inform one another continuously** (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) and known as reflection-in-action (Schon, 1983). It can also take place after an experience, usually as structured reflection (Schon, 1983), also referred to as reflection-on-action. Some practitioners engage in reflection before an experience also, called reflection-for-action.

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, considering personal influences, beliefs, attitudes or actions (HEQCO, 2016). In either case, reflection should always be critical, not just descriptive, to be effective (McRae & Johnston, 2016).

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

Reflection **can also take a hierarchal 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 recommends a mix of individual and group settings for reflective practice to be effective. Examples include reflecting independently, with other learners, course staff such as instructors and coordinators, and employer partners (HEQCO, 2016).

However reflection is practiced, the **goal of reflection is transformation** - to make meaning of experiences and improve understanding of ourselves (Thejll-Madsen, 2018), converting impulsive action to intelligent action (Dewey, 1933). This goal is accomplished by questioning current practices and assumptions around an experience to inform future actions and beliefs (Thejll-Madsen, 2018); by taking responsibility to engage in the problem-solving process (Mezirow, 1991); and by using metacognition, an awareness of one's own thought processes and an understanding of the patterns behind them (Merriam-Webster, n.d.). The outcome of reflection is improved problem solving (Loughran, 1996) and knowledge which is in continual development, as it is shaped by its relationship with experience (Kinsella, 2007).

What are the key elements for Reflective Practice success?

The Higher Education Quality Council of Ontario (2016) has identified the following precursors and conditions that make reflective practice successful in the post-secondary WIL environment, a type of experiential learning:

- The individual is involved with an unfamiliar, new or complex experience
- The individual is open and eager to reflect on experiences
- The environment encourages reflection through greater autonomy of the learner, appropriately increasing workload or project challenges and pressures, consistent and appropriate assessments with constructive feedback, and opportunities to collaborate with others
- Reflection should be continuous
- Reflection activities should draw on personal experience as well as be situated within the broader community
- Reflection activities should be guided by a deliberate connection between theory and practice
- Reflection should involve personal changes to the learner and emphasize consistently setting new goals
- Learning is strengthened when activities 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 sources 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:

1. Objective and comprehensive Description of an experience
2. Analysis/Examination/Evaluation considering learning objectives
3. Articulation of Learning outcomes

This model originally focused on three categories of learning objectives, based on service-learning: personal, civil and academic. Through our work in applying this model to broader EL programming to support career development, we propose the consideration of career development objectives along with these learning objectives, which is discussed further in Section 5.

When designing reflection using this model, Ash and Clayton (2009) advise beginning with the identification of desired learning goals and outcomes. Once clarified, reflection strategies and activities are be designed to align with these outcomes. Reflection assessment, whether formative or summative, should be developed simultaneously to align with the goals and outcomes (HEQCO, 2016).

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, and in many ways formed the basis for, more recent models.

Implementation of Reflective Practice:

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

- Encourage the use of advanced vocabulary to promote rich and exact reflections
- Ensure appropriate timing
- Pay attention 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), or through behavioural modeling (HEQCO, 2016).   Our resource scan also found a range of resources to support implementation, which is discussed in the section, Resource Scan Findings.

It is best to use a diverse range of activities to avoid reflection fatigue. One way to ensure diversity of activities, while also covering the range of reflective practice discussed earlier, is through a reflection map (HEQCO, 2016; Eyler, 2002). See Practitioner's Audit & Guide in the Appendix for an example.

Ash and Clayton (2009) recommend 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. Alignment with precursors, conditions and instructional practices for success is also critical (HEQCO, 2016).

Assessment of Reflective Practice:

Assessment of reflective practice helps to measure advancement in the capacity to think critically over time. It is important that reflection measures 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) offer a new framework to assess student reflections. Kember et al.'s (2000) questionnaire and Ash and Clayton's (2009) DEAL Model for Reflection are also available. Higher Education Quality Council of Ontario (2016) lists a number of models for assessing reflective practice: Boenink et al.'s (2004) observer-rated instrument for measuring reflection in medical practice, Hatton and Smith's (1995) levels of reflection, Mamede and Schmidt's (2004) nature of reflection in medical practice questionnaire, Wong et al.'s (1995) reflective journals coding scheme, and King and Kitchener's (1994) reflective judgement model of intellectual development.

Feedback from practitioners and/or supervisors on the meaning making students are engaging in also enables high impact reflective practice (University of Iowa, 2021).

The online resource scan conducted also found various reflection assessment rubrics from the online resource scan, 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 useful 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.

Reflective Practice and Career Development within Experiential Learning

Literature discussing career development specifically, with respect to reflective practice in experiential learning is not extensive. Though peer-reviewed articles were found about the benefits of reflective practice for professional development of those already working in a particular field, **literature focusing on career exploration, planning or development in post-secondary level experiential learning programming, and the role reflective practice plays in this, 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) suggests providing more guidance to students on how to articulate what they learn through experiential learning programs, in ways that resonate with employers. In many instances, career-related objectives are self-identified by the learner, instead of in partnership with program staff and/or workplace supervisors.

Though these activities contribute to establishing a career path, there remain opportunities for broader career exploration and integration of this into reflective practice models for experiential learning programs and how it impacts future life roles. **Ideally, specific 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 between learners and program staff and/or workplace supervisors. Maguire (2018) recommends that in order to improve career understanding in an experiential course, developers should

consider adding elements to further strengthen the understanding of career opportunities for students, as well as mechanisms for monitoring and assessing these elements.

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).

2. Resource Scan findings

The resource scan identified 225 English and 53 French online reflective practice resources, tools, initiatives and approaches that are currently available to support Canadian post-secondary and adult experiential learning programs in the context of career development. Additionally, at least 20 networks were also identified as resources following key informant interviews and the online survey, which will be added in the resource development phase (these are listed in Appendix 3, Table 11). The degree of connection between the three elements of experiential learning, reflective practice and career development, was found to vary considerably.

Primary sectors of interest during the scan for resources specifically included Canadian post-secondary WIL and non-WIL experiential learning programs; Canadian adult employment programs (including government, agencies and not-for-profit community organizations); community and employer partners of post-secondary and adult experiential learning programs; and Canadian career development organizations and networks.

Secondary sectors of interest, though not a top priority, were also included in the scan in the case they may be of benefit to the broader experiential learning program community. These areas included reflective practice resources from K-12 schools in Canada and international post-secondary experiential learning programs, including WIL and non-WIL.

Upon completion of the online, resources meeting the selection criteria were organized to make it easier to locate resources based on type of experiential learning, type of resource, subject, country (Canada or International: US/other) and province (if applicable). Further categorization by level/quantity distinguished between those resource links leading to a catalogue or bank of additional resources, resource links leading to a smaller group of resources centered on a key concept, or a link leading to a single resource. We also identified target "MAKER" groups that would adapt or deliver each resource and end USERS/recipients. This lexicon is explained in the table below.

Below is a summary of how the 225 English and 53 French online resources were categorized by level, type of experiential learning, type of resource, target "MAKER" groups and end USERS/recipients, by number and percentage of total resources.

Category		English		French	
Level of Resource		#	%	#	%
Catalogue: Collection of multiple relevant resources with broad range; Large collection covering multiple subtopics		43	19.1	11	20.8
Concept: Subset of resources/information that can be grouped into one major idea/thought/approach; Collection based on single concept		44	19.6	9	17.0
Tool/Resource: Direct link to one specific resource or tool		137	60.9	33	62.2
Network: Formal group of professionals who provide mutual support		1	0.4	0	0.0
EL Type	**Abbreviation**	#	%	#	%
Applied Research*	AR	2	0.9	2	4.2
Apprenticeship*	APP	1	0.4	0	0.0
Co-operative Education*	COE	10	4.4	2	4.2
Entrepreneurship*	ENT	0	0.0	0	0.0
Field Placement*	FP	1	0.4	0	0.0
Internships*	INT	2	0.9	15	31.3
Mandatory Professional Practicum / Clinical Placement*	MPP/CP	2	0.9	3	6.3
Service / Community Learning*	SL	30	13.3	7	14.6
* *Definitions for these WIL categories above can be found on the CEWIL Canada website:* https://www.cewilcanada.ca/CEWIL/About%20Us/Work-Integrated-Learning/CEWIL/About-Us/Work-Integrated-Learning.aspx?hkey=ed772be2-00d0-46cd-a5b8-873000a18b41					
Work Experience	WE	1	0.4	1	2.1
Capstone Project	CAP	5	2.2	0	0.0
Co-Curricular Record	CCR	5	2.2	0	0.0
Any WIL Type	WIL	10	4.4	1	2.1
Any EL Type	ANY	94	41.8	15	31.3
Not Applicable	N/A	62	27.6	2	4.2
Type of Resource	**Abbreviation**	#	%	#	%
Activity for Maker: Maker is used as an umbrella term for Curriculum Developer, Designer, Deliverer, Teacher, Facilitator	ACTM	28	12.4	3	6.4
Syllabus	SYL	6	2.7	2	4.3
Curriculum	CU	3	1.3	0	0.0
Rubric	RU	8	3.6	0	0.0

		#	%	#	%
Exercise for End User: Description of exercise or exercise template	EXEU	42	18.7	8	17.0
Toolkit	KIT	16	7.1	1	2.1
Webinar	WEBR	2	0.9	1	2.1
Presentation	PT	1	0.4	0	0.0
Website/page Source for multiple resources	SITE	84	37.3	25	53.2
Career Development E-portfolio (incl. as part of Co-Curricular Record)	EP	6	2.7	6	12.8
Pay-for-Service: Any type of resource requiring payment before access	PFS	0	0.0	0	0.0
Selecting EL Type: Flow chart, decision making tree, etc.	SELT	1	0.4	1	2.1
Workbook/Practical Guide: Guide that can be filled in, etc.	WB	6	2.7	0	0.0
Career Development App	APP	2	0.9	0	0.0
Career Development Framework	CDF	0	0.0	0	0.0
Questionnaire	QR	5	2.2	0	0.0
Assessment	AST	3	1.3	0	0.0
Module/Course	MOD	6	2.7	0	0.0
Podcast	POD	1	0.4	0	0.0
Other: Institutional Strategy / Plan; Lit Review; Reference Doc; Report; Etc.	O	5	2.2	0	0.0
Target "Maker" Group Maker: Umbrella term for those adapting/delivering resource to end user (Curriculum Developer, Designer, Instructor or Teacher, Facilitator, Coordinator, etc.)	**Abbreviation**	**#**	**%**	**#**	**%**
K-12 Teacher	K12T	1	0.2	9	8.6
High School Teacher	HST	10	1.6	9	8.6
Guidance Counsellor	GC	26	4.3	3	2.9
Post-secondary Staff – non-faculty: Ex. Program Coordinators and Administrators	PSS	170	28.0	36	34.3
Post-secondary Faculty / Instructor	PSFI	182	30.0	23	21.9
Designer / Developer	DD	116	19.1	8	7.6
Facilitator - independent or agency	FAC	35	5.8	0	0.0
Employer	EMP	26	4.3	7	6.7
Community Organization	CO	29	4.8	10	9.5
Students (general)	STU	5	0.8	0	0.0

Adult Learners	ADL	3	0.5	0	0.0
Other: Parents, etc.	OTH	1	0.2	0	0.0
Post Graduate	PGRAD	2	0.3	0	0.0
Any of the above	ANY	1	0.2	0	0.0
End User / Receiver Group that will be receiving or using the resource to complete / supplement learning	**Abbreviation**	**#**	**%**	**#**	**%**
K-12 Students	K12S	0	0.0	9	11.8
High School Students	HSS	22	5.1	6	7.9
University undergrad	UGRAD	160	37.0	32	42.1
University professional/grad	PGRAD	104	24.0		0.0
College / Community College	CC	82	18.9	8	10.5
Adult Learner	ADL	23	5.3	3	3.9
Employees	EMP	19	4.4	12	15.8
EL or WIL Supervisor	SUP	1	0.2	2	2.6
Community Orgs Clients	COC	16	3.7	4	5.3
Any of the Above	ANY	6	1.4	0	0.0

Here is the breakdown by country (Canada or International: US/Other) and province (if applicable).

Country	English		French	
	#	**%**	**#**	**%**
Canada – EN/FR	124	55.1	51	96.2
International: US	90	40.0	0	0.0
International: Other	11	4.9	2	3.8

Province	English		French	
	#	**%**	**#**	**%**
ALL	8	3.3	0	0.0
ON	91	37.0	9	17.0
BC	19	7.7	1	1.9
AB	6	2.4	0	0.0
QC	5	2.0	31	58.5
NL	4	1.6	0	0.0
NS	4	1.6	0	0.0
SK	3	1.2	0	0.0
MB	2	0.8	0	0.0
NB	2	0.8	7	13.2

PE	1	0.4	0	0.0
NT	0	0.0	0	0.0
NU	0	0.0	0	0.0
YT	0	0.0	0	0.0
N/A	101	41.1	1	1.9
Other: Atlantic	N/A	N/A	4	7.5

Here is the breakdown by subject, indicated specifically when available, for the English online resource scan:

Subject	#	%
Education	19	8.3
Health	11	4.8
Teaching	8	3.5
Sociology	7	3.1
English	7	3.1
WIL Design	6	2.6
Community Engagement	3	1.3
Business	3	1.3
Teaching Resources	2	0.9
MA	2	0.9
Research	2	0.9
Law	2	0.9
Engineering	2	0.9
Social Work	1	0.4
Service Learning	1	0.4
Writing	1	0.4
Professional Development	1	0.4
Career Development – broadly	60	26.3
EL Design - broadly	84	36.8
Any / Non-specific	6	2.6

Note, for the French online resource scan, National Occupational Classification (NOC) was used as a category in the place of subject:

National Occupational Classification (NOC)	#	%
Any	41	77.4
4- 40 -402 -4021 Enseignants/enseignantes au niveau collégial et autres instructeurs/instructrices de programmes de perfectionnement	4	7.5
4-42- 421 - 4215 – Instructeurs/instructrices pour personnes ayant une déficience	1	1.9
3- 31- 314 - Professionnels/professionnelles en thérapie et en évaluation	1	1.9
4-40 -403- 4031 - Enseignants/enseignantes au niveau secondaire	1	1.9
4 - 40-401 - Professeurs/professeures d'université et assistants/assistantes d'enseignement au niveau postsecondaire	1	1.9
8- 84-843- 8431 - Ouvriers/ouvrières agricoles	1	1.9

4 -40 -403 - 4031 - Enseignants/enseignantes au niveau secondaire	1	1.9
3- 30 - 301 - Personnel professionnel en soins infirmiers	1	1.9
4 -40- 403 - Enseignants/enseignantes aux niveaux secondaire, primaire et préscolaire et conseillers/conseillères d'orientation	1	1.9
TOTAL	**53**	**100**

Additional number of general resources applicable to multiple forms of experiential learning were found when compared to resources that were specific to a particular type of experiential learning. Examples of the former include the experiential learning online toolkit, hosted by Niagara College Canada, and "Apprentissage expérientiel" at EmploisNB.ca. The majority of French reflective practice resources that did not cover experiential learning broadly were specific to e-portfolios in the context of internships.

Few resources found supported marginalized and/or underrepresented groups explicitly. Some examples include the Onyx Initiative, Reaching E-Quality Employment Services, In Her Shoes reskilling and training program. These examples emphasize experiential learning more than reflective practice. Links to these resources are available in the Online Resource Scan Table in the Appendix.

Very few resources were found from the Canadian Territories. This may be due, in part, to many resources not being available online and beyond the scope of the online search.

Very few resources aligned with high-quality reflective practice as defined in the literature. Though most resources had reflection taking place in and/or on reflection (fewer were focused on "for action") and in a mix of self-directed and group settings, many practices focused on being descriptive and surface-level, rather than critical and focused on practical application to self and real-world context on a deeper level. Reflective questions associated with e-portfolios are an example.

More reflective practice resources covered design and implementation, as compared to assessment. For example, despite the literature identifying assessment as an essential element of effective reflective practice, most reflective practices did not include an assessment component. However, some resources did provide various assessment models and rubrics. Several examples include University of Iowa's Using Reflection for Assessment, Carleton's sample rubric for experiential learning, and Brock University's checklist criteria. 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.

Though many programs claim to support career development, linkages between reflective practice and career development were limited with their focus on helping learners identify skills or competencies such as teamwork, problem solving, leadership, critical thinking, and other broad employability skills/career competencies identified in frameworks like NACE. Career objectives and goals need to be identified, designed integrated into the experience, and integrated into reflective practice resources for in-depth exploration. Career development focus also should be better integrated into assessment so the extent to which experiential learning and reflective practice is successful in achieving career outcomes can be measured, especially for those experiential learning programs seeking to provide clarity around career options and help participants obtain employment.

3. Findings for Key Informant Interviews

Nineteen key informants across Canada were interviewed over 17 meetings. Forty-two percent were based in Ontario, 26% in the Atlantic region and 21% in the Western region. The remaining interviewees resided in the Prairies and Quebec. All interviews were conducted in English, except one in French. The majority of interviewees work in university settings at 53%, some at colleges (16%) and consultancies (16%). Several identified as working in government and in research. Some identified working in multiple settings.

The experiential learning programs that interviewees worked with ranged in type, including seven co-op programs, of which two focused on trades. Other experiential learning types included service learning, co-curricular record, prior learning and several non-specific in nature.

When asked to define reflective practice, responses varied greatly. The image below illustrates the range of unique responses, across all key informants.
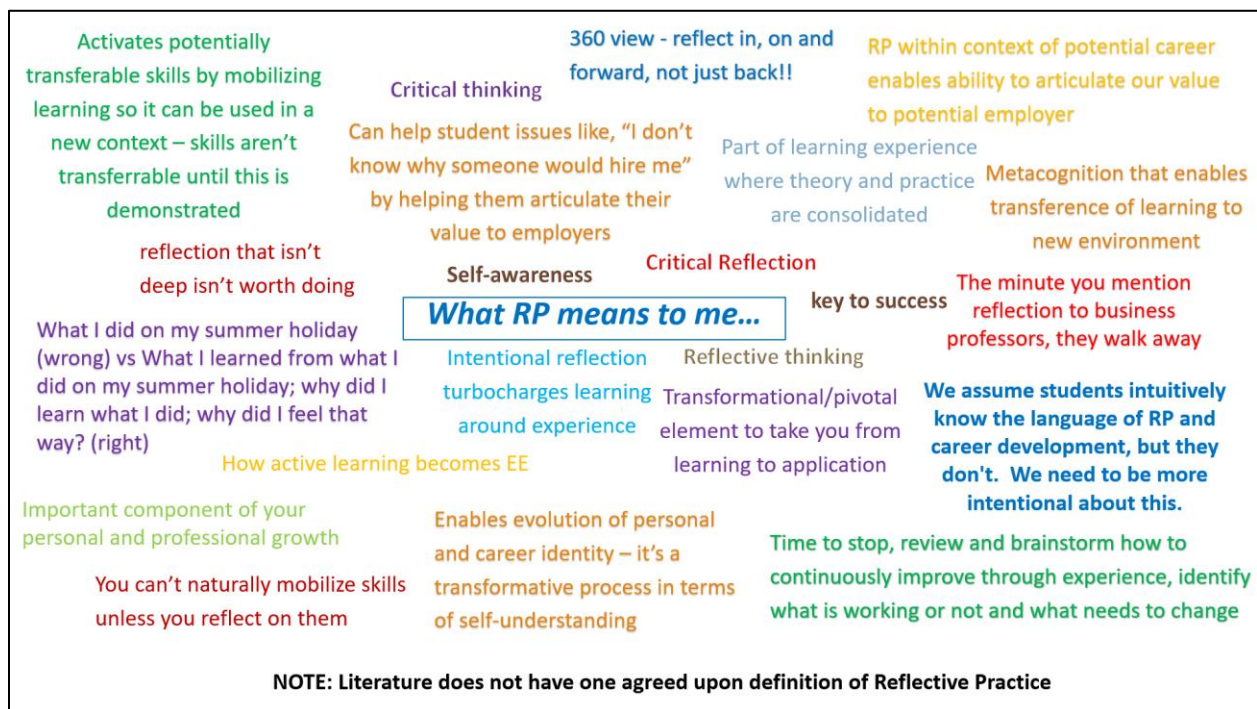
The literature also does not have one agreed upon definition of reflective practice and neither do those individuals we interviewed. However, common elements emerged, leading us to offer this definition:

Reflective practice is purposeful, active, critical examination of experiences, both positive and negative, and ourselves. A tool that allows theory and practice/experience to re-inform one another continuously (Thompson & Thompson, 2008).

Wide Range of Reflective Practice

The range of reflective practice varied widely. This variation included no reflection at all, to short, self-directed reflections before and after an experience, to thorough reflection before, during and after the experience. Reflective practice took place in multiple forms, including in a self-directed manner, one-on-one conversation and in a group settings. This range is not in alignment with what constitutes high-quality reflective practice as described in the literature.   Generally, institutions with resources and broad, high-level support for reflective practice provided more evidence-based resources.

With respect to reflective practice assessment in particular, one program indicated they utilize an assessment rubric, one indicated it could not assess because of labour agreements that prevent that role from being carried out by program staff, and 10 out of 13 universities and colleges would appreciate a reflective practice assessment rubric. The literature identifies flexible assessment as an essential element of effective reflective practice and provides various models and rubrics as examples.

Career goals and objectives were loosely identified by interviewees. Most interviewees indicated career that goals were self-identified by the learner. Career development elements were mostly focused on helping learners identify skills or competencies such as teamwork, problem solving, leadership, critical thinking, and other broad employability skills/career competencies identified in frameworks like NACE. Linkages between reflective practice and career development were limited and not optimized.

All interviewees acknowledged the need to be more inclusive in their reflective practice approaches and activities and requested expertise to do so. This project defined inclusiveness as the degree to which language, different abilities and culturally-appropriate communication methods are considered. LaFever (2016) proposes inclusive curricula design that includes the medicine wheel and Bennett et al. (2016) discusses the use of reflective practice in service-learning to address privilege and racist perspectives to change future ways of action.

They also all recognized the value of reflective practice, but many indicated they lacked resources or knowledge or skills or buy-in to implement it effectively in their programs. Surprisingly, when discussing what types of resources interviewees currently access for support with their programming, most named various networks, both formal and informal, that they were part of. This is in addition to the various types of resources the scan categorized its findings by. This was considered when finalizing recommendations for moving forward with resource development.

Participants articulated these needs:

- A desire for training and information for practitioners regarding deeper, scaffolded reflective practice theories, approaches and example activities (such as scenarios, bank of questions/prompts, bank of action words, baseline RP quality indicators, etc.).
- Tools for reflective practice quality self-audit/assessment (such as checklist, sentence-completing tools, indicators, etc.) for experiential learning programs, along with an assessment rubric
- Approaches for developing career development objectives and career paths for experiential learning programs and aligning them with reflective practice
- Resources, such as videos, to market the value of reflective practice to increase buy-in and motivation among faculty and students, and to influence key decision makers
- Adaptability of reflective practice resources to different program needs and student needs/situations. For example, considerations for a brief experience compared to an eight-month university co-op placement; or job-specific experiential learning versus open-ended exploration
- Diverse reflective practice resources available in one place that can be easily categorized and found based on need
- Time/resources/expertise for more evidence-based reflective practice and a more inclusive approach

Additional gaps identified through the interviews included varying definitions and understandings of reflective practice and the inclusion of reflective practice without clear intentions. **Reflective practice is often expressed as going through a set of questions with no place for creative thinking or engagement.**

4. Findings from Practitioner Survey

The survey yielded 72 responses. Seventy-four percent identified as post-secondary staff, 12% as post-secondary faculty, 8% as career or employment-related counselors working in mixed settings. The remaining 6% of respondents were K-12 teachers or guidance counselors. Please refer to Table 1 in the Appendix for more information.

Among respondents, 50% worked at a university institution, 26.4% at an agency or community organization and 15% at the college level. Six percent worked at schools and less than 2% at an association and non-profit, respectively. Please refer to Table 2 in the Appendix for more information.

Respondents described working with a range of experiential learning programs. A detailed breakdown is provided in Table 3 in the Appendix. At 25%, most respondents work with co-op programs linked to post-secondary academic courses and/or programs. Examples include the Faculty of Science co-op program at Ontario Tech University, the Arts Work Experience program at University of Alberta, and the co-op program at Durham College. Eighteen percent described various employment support programs targeting post-secondary youth and adults. Examples include:

- Reaching E-Quality Employment Services (REES) in Manitoba, which promotes employment of people with physical disabilities and/or health conditions.
- The Youth on their Way to Work (YOWW) Work Prep Program in Saskatchewan.
- The Trenton Military Family Resource Centre (MFRC) Portfolio Development courses.
- The In Her Shoes Reskilling Program and social enterprise for women (cis and trans) and gender diverse people located in Kitchener-Waterloo, Ontario.

Fifteen percent described curricular experiential learning, where reflective practice and/or career development components are embedded into post-secondary courses and EL programs. Examples include the University of Victoria pilot project integrating career development into its second-year co-op prep course and the FUSION Skill Development Program, a 10-hour online integrated learning experience utilized by multiple post-secondary institutions across Canada. Links to these resources are available in the Online Resource Scan Table in the Appendix.

When describing how reflective practice is integrated into these programs, 76% indicated a self-directed approach structured with questions and reflective prompts, such as "What skills did you develop? How did it influence your career goals? How did you feel about what you learned?". Fifty-eight percent described using one-on-one meetings with staff, faculty or supervisors/employers to practice reflection. Fifty-three percent employed group workshops or in-class discussion and just under 31% described self-directed, open-ended unstructured reflection, such as "Please write a report or journal on your work term". Additional responses are listed in Table 4 in the Appendix.

Most respondents described reflective practice as taking place after and during an experience, at 82% and 79%, respectively. Fifty-eight percent indicated reflection occurs before an experience. Since respondents were able to select all answers that applied to their program, **most indicated reflection takes place at multiple times across the duration of the program.** Table 5 in the Appendix describes these, and a range of other responses, further.

Concerning assessment, most respondents selected more than one response. Fifty-seven percent indicated a staff member as assessing reflective practice and 42% a faculty member. Twenty-eight percent selected supervisor/employer. Twenty-one percent stated there was no assessment at all. Table 6 in the Appendix provides further details. When asked how assessment took place, 43% stated a simple pass/fail measure is used. Thirty-six percent indicated using a rubric, while 37% stated no assessment tools were used. Additional responses on reflection assessment are presented in Table 7 in the Appendix.

When asked to discuss in their own words **how reflective practice was inclusive**, a very wide range of responses were received. The top three at 18%, 18% and 12%, respectively, included offering multiple modes for reflective practice that best accommodate student (such as writing, oral/video, using one's own creativity, etc.); basing reflective practice on a personal perspective/narrative/identity and/or individual/client-centered experience; and having a program staff/coordinator/counselor who works to ensure individual student needs are met by conversing regularly with individual. Additional information is provided in Table 8 in the Appendix.

Respondents were asked about the **integration of career development objectives** or intended outcomes in their reflective practice. They were able to select multiple responses. Sixty-eight percent indicated that learners are asked to identify their own objectives, whereas 49% stated that programs have formally stated career development objectives for participants. Thirty-nine percent ask learners to identify skills and/or competencies from lists or frameworks, such as NACE. Additional information about responses is provided in Table 9 in the Appendix.

The latter part of the survey focused on reflective practice resources. When respondents were asked to list some of the common resources they utilized, 72% listed informal networks or talking to others and 60% referred to resources, tools or examples from other institutions or websites. Forty-two percent look to insights from academic, peer-reviewed literature, such as journals, whereas 39% look to magazines, conferences and non-peer-reviewed articles. Twenty-six percent reach out to more formal networks or groups, such as the CACUSS Co-Curricular Record Community of Practice. Additional responses and specific names of resources are provided in Tables 10 and 11 in the Appendix. Realizing the significance of these networks to practitioners, these networks will be added to the Wayfinder tool as resources in the development phase.

Multiple barriers to reflective practice were identified. Sixty-eight percent pointed to limited staff/faculty time and 35% to limited budget. Forty-seven percent indicated limited ability or willingness/motivation among learners to engage in reflective practice.

Forty percent stated they had limited analytics to show how current reflective practice resources are being used or if they are effective. Thirty-one percent indicated a lack of access to a variety of relevant reflective practice prompts and questions that can adapted to various experiential learning scenarios such as co-op, internship, practicum, etc.

Broader issues were also identified, including 33% pointing to limited buy-in from faculty members and/or the institution's administration and 36% indicating a lack of training for reflective practice for practitioners such as Instructors and TAs. Additional responses are detailed in Table 12 in the Appendix.

When asked if they **felt knowledgeable in reflective practice,** 46% of respondents agreed or strongly agreed with the statement. 39% provided a neutral response (neither agree or disagree), while 14% disagreed. When asked which strengths they wanted to build, respondents were able to select multiple responses. **The three highest responses (86%, 79% and 68%, respectively) were how to better motivate and engage learners in reflective practice; how to measure if reflective practice resources are being used effectively; and how to generate a variety of reflective practice prompts and questions that are adaptable to multiple experiential learning scenarios.** Additional strengths respondents would like support in building are identified in Table 14 in the Appendix.

Survey respondents were asked explicitly if a tool that makes it easy to search through and find relevant resources would be helpful to practitioners like themselves. Ninety percent said yes, it would be. Remaining respondents were more tentative with concerns on how quick and easy the tool would be to use. Responses are listed in Table 15.

Categories that respondents found would most help organize the Wayfinder tool included type of tool or resource (81%), subject / field / focus of program (72%), end-user role such as University undergrad student, College student, Adult learner (71%) and role of practitioner such as post-secondary faculty or instructor (56%). Detailed responses are listed in Table 16.

Respondents were also asked if a self-audit tool to help review reflective practice in their experiential learning program and identify gaps would be helpful. Sixty-five percent indicated yes and 33% indicated maybe. See Table 18 for details.

Regarding development of the tool, 53% of respondents indicated a willingness to participate in a focus group and provided their contact information. See Table 17 for details.

5. Findings from informal student focus group

We spoke to postsecondary students about the reflection they undertook after experiential learning experience. While not formally proposed as part of this project, students were forthcoming about their experiences and we realized their views as being integral to this work. We spoke to five students currently in or recently graduated from college and university programs.

Students reported the **best experience of reflection occurred in one-on-one conversations with workplace supervisors and postsecondary staff.** These conversations allowed for deeper probing and nuanced questions that supported transformative learning. It also provided greater space and potential safety for honest feedback.

Mostly, **students shared their cynicism and skepticism about reflection activities**, sharing the following sentiments:

- I did the reflection activity only because it was assigned but I didn't get much out of it.
- They only want to hear about positive experiences but mine wasn't entirely positive. I left out the negative parts.

- How can I be honest when the school is sharing my reflection report with the employer? I have to lie to keep the opportunity to be employed there in the future.
- The assignment was to write 1000 words about the experience, and no other direction was provided. I didn't know what they were expecting.
- What I wrote was just fluff, because if I didn't say I could demonstrate these skills, I couldn't graduate.
- Experiential learning needs a reality check. They say you will meet great people and have great experiences. But that's bullshit. Employers are taking advantage of students who can't say no. And employers don't hire graduates because they have these free co-op students. In that context, how can I be honest in my reflection report?

These are sobering comments from which practitioners and employers alike can learn. From a career development perspective, this is an opportunity to review and reflect on negative experiences to transform them into constructive career direction. They help a learner realize what they dislike and what they may like instead. If learners are not encouraged to or feel discouraged from reflecting on negative experiences, they lose this career development opportunity. Tools and approaches to help address these concerns are needed to support practitioners in making the most of reflective practice for career development.

6. Moving forward: What we found about the overlap between Reflective Practice and Career Development in Experiential Learning, and what is needed practically

Through our literature search, environmental scan, key informant interviews and survey we found limited overlap between reflective practice and career development in experiential learning. While many desire to link career development to reflective practice, in practice it does not occur as much or as effectively as practitioners would like. Many reasons exist for this limited overlap from lack of staff time to institutional budget, to student motivation to engage, however, an important reason for this limited overlap is **lack of clarity around how and why to link career development to reflective practice**.

Consider this definition of reflective practice: "periodically stepping back to ponder the meaning of what has recently transpired to ourselves and to others in our immediate environment. It illuminates what the self and others have experienced, providing a basis for future action." (Raelin, 2002). For a learner engaged in experiential learning, Raelin's "future action" is likely a choice around work, career, employment, further education, training or some combination of these options. In other words, **reflective practice in experiential learning provides the learner with the ideal opportunity to engage in career development.**

What do we mean by Career Development? Consider these definitions:

Career development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future (Canadian Standards and Guidelines for Career Development Practitioners [S&Gs], 2012).

Your "career" is the full expression of who you are and how you want to be in the world. And, it keeps on expanding as it naturally goes through cycles of stability & change (Franklin, 2015).

With these holistic definitions in mind, we propose a "mighty movement" toward unlocking more career development value from reflective practice in experiential learning by giving practitioners tools, learning and practices to integrate into their experiential learning programs. Career development can and should become a universal outcome of reflective practice in experiential learning. A message to experiential learning designers emerging from the findings of this project is:

"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."

Career development methodology has not successfully broken through a majority of experiential learning programs due to currently limited connections between reflective practice and career development outcomes and objectives. Our project provides "can do" links from reflective practice to career development and show learners and practitioners that reflective practice can help them:

1. Gain clarity about "what's next?" possibilities in any life roles
2. Take inspired actions to explore those possibilities
3. Identify necessary learning and workplace skills and what learners need to do to acquire those skills (such as problem solving, teamwork, making presentations, client communication)
4. Navigate transitions from the learning environment to career
5. Translate experiential learning into workplace success
6. Translate experiential learning into "life roles" success
7. Identify additional learning sources and opportunities

Recommendations for the Wayfinding resource

1. Wayfinding Solution statement

We offer a Wayfinding Solution Statement: Lead practitioners (MAKERS) to resources to support their programs or courses in order to create or improve reflective practice on experiential learning, and expand career development focus.

Improved reflective practice with expanded career development focus, in turn, supports learners and end-users (USERS) to make meaningful links back to academic learning, and forward to identity, and career and life planning. These links promote USERS' sense of pride when they see how learning can help shape their world, unlock career and life possibilities, and lead to inspired action to explore those possibilities.

Flowing from this Wayfinding Solution statement, our goal is to:

1. identify reflective practice resources linked to career development, for MAKERS and their USERS in one place: an online, easily searchable database (WAYFINDER), and,
2. help clarify reflective practice gaps and needs related to career development, via a Practitioner's Audit & Guide, to optimize use of the WAYFINDER.
3. offer recommendations for future phases of this project.

2. Wayfinder high level specifications including searchable categories

The online, easily searchable database, the Wayfinder, supports implementation of the Solution Statement following these high-level specifications:

1. Searchable database by 6 categories, each of which have a number of 'drop down menu' choices. Search categories are drawn from our environmental scan and shown below. "Networks" will be added as a resource type to the tool, based on the key interview and survey findings that pointed to them as a desirable resource.
2. Attractive and easy to use interface, where graphical elements align with the searchable content.
3. Responsive design. Wayfinder functions on computer, phone and tablet.
4. Each search provides a table of results listing the resources found and a link to access.
5. Users can add reviews / comments by resource.
6. Listing of additional content with clickable links. For example, the Practitioner's Audit & Guide, when clicked should display a downloadable PDF document.
7. Invitation to users to submit additional relevant resources. (See Future Recommendations)

Category 1: Level of Resource
<none specified = show all>
Catalogue
Concept
Tool or Resource
Network or Group
Category 2: Experiential Learning Type
<none specified = show all>
Applied Research
Apprenticeship
Co-operative Education
Field Placement
Internships
Mandatory Professional Practicum / Clinical Placement
Service / Community-engaged Learning
Work Experience
Capstone Project
Co-Curricular Record
Category 3: Type of Resource
<none specified = show all>
Activity for Maker
Syllabus
Curriculum
Rubric

Exercise for End User
Toolkit
Webinar
Presentation
Website/page
Career Development E-portfolio
Selecting EL Type
Workbook/Practical Guide
Career Development App
Questionnaire
Assessment
Module/Course
Podcast
Other
Category 4: Practitioner (Maker)
<none specified = show all>
Post-secondary Staff – non-faculty
Post-secondary Faculty / Instructor
K-12 Teacher
High School Teacher
Guidance Counsellor
Facilitator
Employer
Community Organization
Students
Adult Learners
Other
Category 5: End User
<none specified = show all>
University undergrad
University professional or graduate
College
K-12 Students
High School Students
Adult Learner
Employees
EL or WIL Supervisor
Community Organizations
Category 6: By subject / NOC Code
<none specified = show all>

Teaching & Education
Health
Social Work
Sociology
Community Engagement
Service Learning
Engineering
English
Writing
Research
Business
Law
Professional Development
Career Development
EL & WIL Design

Practitioner's Audit & Guide – Reflective Practice on Experiential Learning, and how to unlock its Career Development value

Practitioner feedback favouring a self-audit tool clarified the need and readiness for the Wayfinder tool. As a result, the team created the Practitioner's Audit & Guide. This tool helps practitioners see the need for greater consideration of how reflection activities in their experiential learning activities relate to career development. The Practitioner's Audit & Guide includes example prompts and questions. The document will be a clickable link on the Wayfinder site. See Appendix 2.

Example searchable sites

For the Wayfinder webpage, we anticipate a simple interface with clickable links to the Practitioner's Audit & Guide, and Literature Search document. Many inspirational designs exist for search page design such as:

U of Toronto's Career Navigator https://careernavigator.studentlife.utoronto.ca/

Algolia's 7 great search examples https://www.algolia.com/blog/ux/7-examples-of-great-site-search-ui/

Recommendations beyond the Wayfinder
1. Support translation of Wayfinder to French

We reiterate the statement in our proposal: "Responding to demand and urgency for the resource, the team suggests a separately funded Phase 2 of the project working with CERIC and a translator to facilitate final resource translation, bilingual accessibility and dissemination to French-speaking communities."

2. Expand resource inventory by contacting program managers

Contact program managers of Experiential Learning and Work Integrated Learning programs which were highlighted by our Survey respondents, such as http://workprep.ca/full-programs/ in order to find and access their relevant RP resources. Relevant resources can then be added to the Wayfinder.

3. Expand resource inventory with process and budget for vetting and adding resources and keeping database current

While this initial version of the Wayfinder will include some 250 resources, ideally the Wayfinder is kept current by an annual review, and a process by which users may submit new resources.

4. Create student guide on the value of reflective practice

Introduce students to the value of the reflective process, and help them to engage in Reflective Practice appropriately for their needs. (Thejll-Madsen, 2018).

5. Advocate to integrate career development objectives into current experiential learning models to improve reflective practice design and assessment

Advocate that career development objectives and outcomes be integrated into reflective practice models for experiential learning (such as DEAL Model for Critical Reflection), alongside learning and other objectives. Supplemented with specific reflection questions and prompts, this will improve career exploration within experiential learning. An advocacy campaign targeted at researchers and designers will result in practitioners being able to improve design and assessment of reflective practice for career development. Development of objectives should be done in partnership between learners and program staff and/or workplace supervisors.

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Appendix 1 – Literature Search

Literature Search is a standalone companion document which includes a collection of literature search results, as well as approach and findings which were included above.

Appendix 2 – Resource Scan

Resource Scan is captured in a companion standalone document. The Resource Scan is a curated list of online links to helpful reflective practice resources that support career development within experiential learning programs, including summary of overall quality of resources/tools being used, scan methodology and rationale for selection

Appendix 3 – Survey Questions and Analysis Tables

The 20 questions from the survey are shown in the first row of the tables below. Results shown in absolute numbers and percentage of total are shown. Note that many questions were 'check as many as apply' in which case absolute numbers are larger than the 72 respondents. Results from most questions are in the order as presented in the survey except where there were many possible responses in which case results were sorted.

1. What role best describes you, for the purpose of this survey?		
	Number	%
Staff member, e.g. post-secondary or agency	53	73.6
Faculty member or instructor	9	12.5
Developer or designer	0	0.0
Teacher or guidance counsellor, K-12	4	5.6
Employer	0	0.0
Researcher	0	0.0
Learner or Student	0	0.0
Other (see below)	6	8.3
Manager/Director of PSI staff	1	
Career Counsellor	1	
Career and Training Counsellor	1	
Supported employment counsellor	1	
Employment Counsellor	1	
Experiential Learning Coordinator	1	

2. What setting are you working in?		
	Number	%
University	36	50.0
Agency or Community Organization	19	26.4
College	11	15.3
School	4	5.6

Association	1	1.4
Other: non-profit	1	1.4
Private Practice	0	0.0
Research	0	0.0
Employer	0	0.0
Government	0	0.0

3. Which Experiential Learning program(s) do you currently work with, or have you most recently worked with? If more than one, please choose up to two programs that best utilize Reflective Practice. Briefly, what was each program's purpose and target audience? Please include links where possible. Use these 1 or 2 programs for the rest of the survey.			
Type	Number /	%	Notes
Coop linked to post-secondary academic courses/programs	18	25.0	Incl. Faculty of Science (ON Tech Uni), Arts (UofA), Durham College
Employment support program/org (post-sec youth/adult)	13	18.1	Ex. ACFOMI Youth Job Connection Program; REES for disabled; YOWW-WorkPrep in Halifax; VR job exploration; JMPI program; YesJobsNow Motivational Interviewing; TrentonMFRC Portfolio Development; Ontario Works Training Program; 8 wk career planning workshop; In Her Shoes YW of KW reskilling program; Perimeter Institute in Waterloo
Embed RP/CD into post-secondary courses and EL programs (Ex. curricular EL)	11	15.3	Ex. UVic pilot integrating CD into 2nd year co-op prep course; Brock U Dept of Health Sciences; Life Sciences at McMaster (ex. Research Practicum course - Science 3RP3); FUSION course
K-12 CD, incl. Coop and leadership courses	7	9.7	Ex. Arts & Tech Centre and Career Internship programs at LRSD; career counseling
Career/Professional Devt course or program (at post-sec institutions)	6	8.3	Ex. career writing, Waterloo PD courses and EDGE
CCR program (post-sec)	3	4.2	Ex. MacChangers, Queen's EL WrapAround
Service learning (post-sec)	3	4.2	Ex. St.F X Uni, St. M Uni
No experience – want to learn	3	4.2	
WIL (post-sec)	2	2.8	Ex. NSCC WIL
Study Abroad	1	1.4	
Community Engagement (post-sec)	1	1.4	Ex. CE internships
Community-based research (post-sec)	1	1.4	
Capstone (post-sec)	1	1.4	Ex. NSCC Portfolio Capstone
EL Program - Faculty of Engineering	1	1.4	Ex. McMaster – the Pivot

Course Practicum (post-sec)	1	1.4	Ex. Robertson College
Internship	1	1.4	
EL/EE Training for practitioners	1	1.4	

4. How is Reflective Practice integrated into the 1 or 2 program(s) you identified? Check all that apply		
	#	%
Self-directed, open-ended unstructured reflection, e.g. Please write a report or journal on your work term	22	30.6
Self-directed, structured with questions and reflective prompts, e.g. What skills did you develop? How did it influence your career goals? How did you feel about what you learned? etc.	55	76.4
One-on-one meetings with staff, faculty or supervisors/employers	42	58.3
Group workshops or in-class discussion	38	52.8
Other (see below):	10	13.9
Open-ended means of doing a graded assignment, but with goals for the assignment articulated.		
Graduate studies on the use of narratives in career identity formation		
Sometimes, options are given for students to choose creative ways to reflect. Prompts are given, however the medium in which the student presents is up to them (ex. video, poem, blog, etc.)		
embedded in preparatory curriculum		
guided through dialogue and then incoporated into a graded reflective component that could be delivered in a variety of forms		
Curricular, programmed monthly assignments.		
present to the team on webinars attended		
Structured Personal Development Courses offered before and after work terms; allows for preparation and reflections		
Note, the group workshops are optional, the other components are mandatory		
Reflective practice isn't specifically integrated into our work assessment program but the client lets us know quickly when the work is or isn't to their liking. Employers also provide feedback via a one-page evaluation about the client's strengths and weaknesses that we can share, and work on.		

5. When does Reflective Practice take place in your Experiential Learning program(s)? Check all that apply		
	#	%
Before an experience	42	58.3
During an experience	57	79.2
After an experience	59	81.9
Other (see below)	4	5.6
"When" can be challenging...we also reflect IN and ON the experience (if the experience is a box, but reflect on all sides of it!).		
About an experience		
it needs to permeate the experience		
on a monthly basis		

6. Who assesses the Reflective Practice that learners complete in your Experiential Learning program(s)? Check all that apply		
	#	%
Faculty member assesses	30	41.7
Staff member assesses	41	56.9
Supervisor/employer assesses	20	27.8
It's not assessed	15	20.8
Other (see below)	8	11.1
Community Partner (non-profit/volunteer organizations)		
high school co-op fair		
student self-assessment only		
student self assessments		
myself, i.e. staff member		
The Reflective practice is done in collaboration with their supervisor, not sure if that really counts as "assessing"		
It's not formally assessed but the counsellors help clients recognize their transferrable skills.		
Teacher requesting the service or Teacher exposing students to the experiential learning experience.		

7. How are Reflective Practice activities assessed? Check all that apply		
	#	%
No assessment tools are used	27	37.5
Simple Pass/Fail is used	31	43.1
A rubric is used	26	36.1
Other (see below)	4	5.6
specific feedback is give to each student		
In Indigenous courses, reflection is assessed using the medicine wheel as a guiding tool for holistic reflection.		
Varied as it is dependent upon who is the faculty member and what has been discussed and arranged with the student. These could also include differing ways of knowing.		
Survey after workshop		

8. How, if at all, is your Reflective Practice inclusive? e.g. how does it take into account differences in culture, language, abilities, identity?		
Response	Number	%
Multiple modes for RP that best accommodate student (ex. writing, oral/video, use own creativity, etc.)	13	18.1
RP is based on 'personal' perspective/narrative/identity and/or individual/client-centered experience	13	18.1
Program staff/coordinator/counselor works to ensure individual student needs are met/converses regularly with individual	9	12.5

RP content is reviewed/audited (ex. EDII guide, trained staff, UDL principles, appliquons les politiques d'équité, diversité et inclusion de l'Université)	6	8.3
Language adapted to audience (inclusive, considers literacy level, etc.) BUT English only	4	5.6
"safe space" and confidentiality addressed/implemented from outset (ex. no identifiers on reports/assessments	4	5.6
Personalization, diverse and different cultures/ways of knowing/global perspective are encouraged/celebrated	4	5.6
Content discusses issues of social justice and inclusion; equity issues; cultural aspects	2	2.8
Being part of a marginalized community is required for eligibility (ex. disability/health condition, women only, etc.)	2	2.8
The students report independently and the questions are 'general' in that they would include all cultures/general questions that are not too prescriptive	2	2.8
Readings are at the heart of the assignments and these/activity questions are taken broadly from academic or similar journals or variety of contexts.	2	2.8
Activities are offered in English and French (all or partial)	1	1.4
No / Needs to be addressed	15	20.8
Not sure / Don't know / NA	8	11.1
Other (see below)	7	9.7
Reflective materials are available in a variety of formats (hard copies, digital, videos with closed captioning, etc.)		
Culture		
Students are involved in "co-construction"		
We align our reflections with the intended learning outcomes of the course/program. In a sense, it is not inclusive as we ask targeted questions during reflection, but it is inclusive because we are open to different ways that participants may answer those targeted questions.		
Empathy and inclusiveness considering culture and social constructions		
Depends on faculty member		
AI tech helps to remove bias from the process		

9. How are Career Development objectives or intended outcomes built into your Reflective Practice? Check all that apply		
	#	%
Program(s) have formally stated Career Development objectives for participants	35	48.6
Learners are asked to identify their own Career Development objectives	49	68.1
Learners are asked to identify Skills / Competencies from lists or frameworks (e.g. NACE)	28	38.9
Program(s) don't have any Career Development objectives or intended outcomes	8	11.1
Other (see below)	8	11.1
I find this something I question to be honest. This puts a focus on capitalism and the experience solely for the benefit of securing a job. The true roots of EL are in Indigenous ways of knowing and I cautious of appropriating. In Indigenous culture, and even with Ash & Clayton, who I see you referenced for definition, reflection is meant to		

be holistic and focused on overall personal growth, careering being only 20% of the reflective themes recommended.	
We use EES for now	
Career Services and Co-op programming are co-located and delivered in a fluid manner so students can easily see connections.	
Students often find career direction through our program, but we are more focused on providing a meaningful community experience and helping them to build relationships and understand what it means to be an active community member.	
The learning objectives or outcomes are determined by the faculty member. Some choose to include Career development objectives, where others do not.	
The final of 3 professional development courses is centred on Career Development, and leveraging the reflective practice to assist in setting goals, recognizing preferences, and career planning	
Career Development is not a major focus of our program	
This isn't applicable as reflective practice is very informal at our agency.	

10. What kinds of resources do you currently access to integrate Reflective Practice into Experiential Learning? Check all that apply		
	#	%
Networks or groups, e.g. CACUSS Co-Curricular Record Community of Practice	19	26.4
Informal networks or talking to others	52	72.2
Resources, tools or examples from other institutions or websites	43	59.7
Insights from magazines, conferences, articles	28	38.9
Insights from academic, peer-reviewed literature (journals)	30	41.7
None	11	15.3
Other (see below)	10	13.9
https://brocku.ca/pedagogical-innovation/resources/experiential-education/role-of-reflection/		
Insights from relevant books and webinars		
Faculty have their own structure but we provide informal opportunities to work through reflection.		
Institutional tools, such as modules that have been developed for support.		
Note that it is not my role to integrate reflective practice into a students specific experience. I do however guide the student in preparation for the discussion on the evaluation of the course. From that each of the above are assessed for the consultation.		
resources from other EL staff/programs/unit across in the instituion		
Feedback from clients		
personal experiences such as Justice, Health or Educational institutions		
program planning was originally done by another member, she did reference many journals etc but I don't know what they are for the answer below.		
One Life Tools, Challenge Cards		

11. For the previous question, please list some of the resources or network(s)/groups: Note: These 16 [networks] will be added to the Wayfinder tool as resources in the development phase.	
National Career Development Association (NCDA), conference and resources https://www.ncda.org/ [network]	1
NACE Career Readiness https://www.naceweb.org/ [network]	1

Ontario Community Service-Learning Network [network]	1
National Society for Experiential Education https://www.nsee.org/membership [network]	1
Heads of Co-op (colleges in Ontario) [network]	1
Experiential and Work Integrated Learning Ontario (EWO) https://ewo.ca/ [network]	1
WACE - international professional organization dedicated to co-operative & work-integrated education https://waceinc.org/ [network]	3
Ontario Cooperative Education Association (OCEA) conference sharing https://ocea.on.ca/ [network]	1
professional networks with other institutions, NACADA https://nacada.ksu.edu/ [network]	1
Atlantic Association of College and University Student Services https://www.aacuss.ca/ [network]	1
CACUSS Co-Curricular Record Community of Practice [network]	1
Association for Experiential Education (AEE) https://www.aee.org/ [network]	1
Association of Career Educators [network]	1
OneLifeTools Community of Practice [network]	1
International Network on Personal Meaning [network]	1
Ontario Association of Career Management [network]	1
Association for Co-operative Education and Work-Integrated Learning BC/Yukon (ACE-WIL) material, BC Campus https://acewilbc.ca/	3
https://brocku.ca/pedagogical-innovation/resources/experiential-education/role-of-reflection/ and other Brock U resources	3
Campus E-Portfolio CoP, EL office in our centre	1
Waterloo University	2
CERIC	6
CEWIL Canada Town Hall, and resources (including regional level resources)	9
Labour Market Information Council (LMIC) https://lmic-cimt.ca/	1
RBC Future Launch	1
Council of Ministers of Education (CMEC) career benchmarks, in https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-Framework-for-Successful-Student-Transitions-EN.pdf	2
Winnipeg Chamber of Commerce	1
MyBlueprint www.myblueprint.ca	21
Peer-review journal article on career writing and narrative approaches to career learning, like Life Design, Storytelling	1
Work-Integrated Learning Communities in Canada and around the world	1
First Works - Online together training, Soft skills solutions training, government resources	1
Road Trip Nation	1
Alberta Learning & Information Service (ALIS)	1
University of Ottawa	1
Carleton University	1
Student leader staff, meetings with our staff	1
https://www.eng.mcmaster.ca/resources/instructor-reflection-toolkit	1
Brightspace (D2L) modules	1
Higher Education Quality Council of Ontario (HEQCO) Publications https://heqco.ca/	21
Practera	1
Open Source Learning (OSL) https://www.opensourcelearning.org/	1
Alumni	1
Family Services Regina, Circle Project, Align assessment	1
Internal staff and training programs	1
Experiential Learning EL Toolkit - https://www.eltoolkit.ca/	1
Global XChange Network	1
First Work, KEYS Job Centre	1

https://experientiallearning.utoronto.ca/	1
Fusion CoP	1
Harvard Business Review, Cardus Insights	1
community groups on social media such as LinkedIn, community connections/partners	2
Conferences and websites	1
Youth Empowering Parents (YEP) https://ocwi-coie.ca/project/youth-empowering-parents/ (also mentioned OW, LIP)	1
Alumni; SMEs; Career Development Staff	1
Network of Colleagues	1
Resources through the stainable livelihoods Program out of Toronto	1
Ryan (2013) The pedagogical balancing act: teaching reflection in higher education	1
The career planning cohorts create their own supportive network that continues after the workshop is complete.	1
The Balance Careers, The Muse, The Future of Work and Learning, Peer2Peer groups	1
Curricular coaches in my district; Workshops and presentations attended (IE: New Brunswick Career Development Association - NBCDA); Provincial experts.	1
Global WIL learning and assessment course, and online resources	1
profil professionnel : https://www.spla.ulaval.ca/etudiants/profil	1
site d'information du Service de placement : https://www.spla.ulaval.ca/etudiants/stages	1

12. What barriers to implementing Reflective Practice are you experiencing in your programs? Check all that apply		
	#	%
Limited staff/faculty time	49	68.1
Limited budget	25	34.7
Lack of access to a variety of relevant Reflective Practice prompts and questions, adapted to Experiential Learning scenarios such as co-op, internship, practicum, etc.	22	30.6
Limited buy-in from faculty members and/or institution	24	33.3
Limited ability or willingness/motivation to engage in Reflective Practice among learners	34	47.2
Lack of training for Reflective Practice for practitioners (e.g. Instructors, TAs, etc.)	26	36.1
Limited analytics to show how current Reflective Practice resources are being used or if they are effective	29	40.3
Lack of access to networks of knowledgeable practitioners	11	15.3
There are no barriers that I am aware of	8	11.1
Other (see below):	5	6.9
I would also add lack of access to Canadian based content or relevant resources.		
journal fatigue - many students are required to journal, they have to be taught that there are alternatives to journaling		
Budgets affect time allotted for onboarding/training student staff and embedding paid time for reflective practice		
there was no previous training for instructors on reflective practice, so we created workshops for it, but the biggest thing is getting the instructors and students to attend the sessions as they are optional		
Youth not seeking opportunities for personal counselling and reflection.		

13. How much do you agree/disagree with this statement: I am knowledgeable and skilled in Reflective Practice.		
	#	%

Strongly Disagree – 1	2	2.8
2	8	11.1
3	28	38.9
4	26	36.1
Strongly Agree – 5	8	11.1

14. Key informant interviews identified Reflective Practice skills & knowledge needs. Which Reflective Practices do you want to strengthen? Check all that apply	#	%
How to generate a variety of Reflective Practice prompts and questions, adapted to Experiential Learning scenarios such as co-op, internship, practicum, etc.	49	68.1
How to generate buy-in from faculty members and/or institution	35	48.6
How to better motivate and engage learners in Reflective Practice	62	86.1
How to measure if Reflective Practice resources are being used or if they are effective	57	79.2
How to find and apply Reflective Practice theory and best practices	35	48.6
Other (see below):	1	1.4
We could learn how to better motivate and engage learners but many of our clients cannot or would not want to do this.		

15. We have identified over 250 Reflective Practice resources. Many of these resources respond to the barriers and learning needs we heard from our key informant interviews. Would a Tool that makes it easy to search through and find relevant resources be helpful to practitioners like you?	#	%
Yes	65	90.3
No	1	1.4
Other (see below):	6	8.3
depends how it's organized. If it's too frustrating to use, or the same tools come up even if I search in different ways, then no, I wouldn't come back to it.		
maybe, every group is different with different needs		
Perhaps. I am open		
Unsure at this time		
Maybe but it would need to very brief, cannot devote much time to this.		
It would be helpful if we used reflective practices formally.		

16. Imagine such a Searchable Tool of Reflective Practices existed. What search criteria or categorization of the resources would be helpful? Check all that apply	#	%
Search by practitioner role. For example: Post-secondary staff. Faculty / instructor. Designer / Developer	40	55.6

Search by end-user role. For example: University undergrad student. College student. High School student. Adult learner	51	70.8
Search by type of tool or resource. For example: Syllabus. Curriculum. Rubric. Toolkit. Podcast	58	80.6
Search by subject / field / focus of program. For example: Health. Sociology. Education. Business. Law	52	72.2
Search by province or region in Canada, or country	21	29.2
Other (see below):	5	6.9
I am not sure - perhaps based on key challenge (e.g., unemployment, workplace insecurity, identity struggles etc.)		
a generic reflective practice tool should span most of the above noted "boundaries"		
search by program type: internship/part-time work/etc;		
search by WIL type or usage		
Search by language (French)		

17. Would you be willing to join a small focus group to offer feedback on a Searchable Tool?		
	#	%
Yes	38	52.8
No	25	34.7
Other (see below):	9	12.5
I would recommend Jackie Crawford at Conestoga College		
I am not sure yet		
If it occurs before Sept 1, 2021. I'm going on leave soon.		
not at this time		
Possibly - depending on the time commitment and scheduling.		
Maybe but not for more than about an hour		
Too busy right now!		
Maybe	2	

18a. If there was a self-audit tool, to help you review Reflective Practice in your Experiential Learning program and identify gaps, would that be helpful?		
	#	%
Yes	47	65.3
No	1	1.4
Maybe	24	33.3

18b. Please share thoughts on the self-audit tool	
Great ideas	
I would like to see this tool offer feedback on reflective practice holistically, not just with a focus on career outcomes.	

I think the CMEC Career Benchmarks is a start. It was created by the Education Ministers in all the provinces and regions in 2018. They have identified key elements of a robust career dev program for any organization (although geared towards schools). This document and assessment tool allows admin teams and teacher teams and CDP teams to begin the key discussion about whether they're offering the key parts of a CD program.	
It would be useful to present to the institution an audit result in order to encourage continuous improvement in this area. The self-audit could also be shared with faculty.	
Perhaps a questionnaire before and after use or something students/clients can return to so they can identity their own progress	
Would depend on the structure and applicability of the tool.	
It would have to be very easy to use otherwise, I would not use it.	
These tools can be difficult to apply across so many differently-run programs; they can end up too generic to be of real benefit.	
It would help identify areas of improvement.	
There may have to be different versions to review different models of EL.	
I don't feel knowledgeable enough on the subject to comment.	
Unsure at this time	
I appreciate checklists and prompts that help guide best practice	
May give new ideas on how to debrief with clients after the session.	
Maybe again cannot be too complex or time-consuming	
the tool it self might not be effective, if missing context info of the individual reflective practice.	
I think the tool would be handy for staff that deal with experiential learning regularly (such as Job Developers), however in my role I focus more on helping individuals with their job search (before the placement).	
Make it easy and quick to use	
we struggle with obtaining timetable feedback from clients and I think that an easy to use tool will be very beneficial for a variety of clients.	
self audit tool would also include the client feedback and or success results	
This sounds incredibly useful, though institutional/personal/professional definitions of 'good' reflective practice may impact how or if others find it useful.	
I'm just not sure it is worth counsellors learning this, and not using it very much.	
This would help to identify key learning outcomes	
This would be valuable to practice what is promoted.	
It could be helpful, as long as it's not harmful	

19. What else would you like to add?	
Can't wait for this resource	
I find the strong tie to career outcomes this is framed in something I struggle with to be honest. This puts a focus on capitalism and the experience solely for the benefit of securing a job or to build skills. The true roots of EL are in Indigenous ways of knowing and I cautious of appropriating. In Indigenous culture, and even with Ash & Clayton, who I see you referenced for definition, reflection is meant to be holistic and focused on overall personal	

growth/development, careering being only 20% of the reflective themes recommended.	
Thanks for this work!	
Leaders in schools and institutions are quick to say that CD is important, but they usually treat it as a 'nice to know' rather than a 'need to know' practice. CD is a need-to-do gig that every young person should participate in. The result of systemic CD in Canada will be a more informed, confident citizenry that builds inspiring personal narratives; as well, the economy will benefit from an engaged workforce with employers who take a greater interest in the needs and hopes of their teams. The mental health implications will also be enormous.	
It is key that people are able to develop more fruitful and emotionally compelling internal dialogues which will improve their chances of getting help from others and engaging in relevant external dialogues. Career reflexivity and career development is always a co-creation: it happens in conversation and depends upon a more aware conversation with self and others. As some of the most well-known narrative career researchers and counsellors have said, individuals must be assisted in developing a poetic creativity and an awareness of life themes (i.e., traumas and pre-occupations) which underlie one's choices in life and career. Self awareness is still an undervalued aspect of career learning and reflexivity. It is never enough to know 'what am I good at' and 'what do I like to do', we must also learn to ask, 'where does it hurt' and 'what am I afraid of' and 'what brings me joy'?	
I am interested in learning more about this area of Career Development.	
Thank you!	
follow-up and improvement levels	
How to sell students on the value of reflection and as a practice to continue during career.	
This initiative brings added value to the experiential learning process	

Appendix 4 – Practitioner's Audit & Guide

Latest version of the Guide is at https://ceric.ca/wayfinder/