



St. Thomas
UNIVERSITY

Office of Experiential and
Community Based Learning

BIBLIOGRAPHY OF RESOURCES FOR EXPERIENTIAL LEARNING

PART ONE: Academic Resources

Author	Title	URL	Abstract	Keywords
Alice Kolb and David Kolb	Experiential Learning Theory as a Guide for Experiential Educators in Higher Education	https://learningfromexperience.com/downloads/research-library/experiential-learning-theory-guide-for-higher-education-educators.pdf	Core concepts of Experiential Learning Theory—the learning cycle, learning style, and learning space—have been widely used by experiential educators in higher education for nearly half a century. We examine the latest thinking about these three concepts and highlight some exemplary applications from the many disciplinary applications of experiential learning in higher education.	Learning Cycle Learning Style Learning Space
Jon Ord	John Dewey and Experiential Learning	https://www.researchgate.net/publication/270338098_John_Dewey_and_Experiential_Learning_Developing_the_theory_of_youth_work	Whilst experiential learning is an increasingly established aspect of youth work practice, in the main it is dominated by a simplistic four stage cycle which is attributed to Kolb (1984). However, it will be demonstrated in this article that this is a misinterpretation of Kolb's theory which results in a limited view of 'experience' within experiential learning.	Kolb Youth Experiential Learning
Sarah Ash and Patti Clayton	The Articulated Learning: An Approach to Guided Reflection and Assessment	https://scholarworks.iupui.edu/bitstream/handle/1805/9644/The%20Articulated%20Learning%20-%20An%20Approach%20to%20Guided%20Reflection%20and%20Assessment%20-	This paper describes a reflection model that pushes students beyond superficial interpretations of complex issues and facilitates academic mastery, personal growth, civic engagement, critical	Reflection Service learning Assessment

		%20Ash%20and%20Clayton.pdf;sequence=1	thinking, and the meaningful demonstration of learning.	
Elizabeth Wells	Teaching, Learning, and Interning: One Professor's Perspective on an Experiential Teaching Intern Program	https://www.atlanticuniversities.ca/sites/default/files/documents/AAUTeachingSho-wcaseProceedings/2006Proceedings_replacementFinal.pdf	This article explores how internships energized the professors who mentor the student interns, how it enriched learning for students in classes where interns worked, how interns themselves developed (and documented) skills, knowledge and values through their participation in the programme; and the substantial pros and occasional cons of the internship from an instructor's perspective. The time commitment, advance planning, and appropriate duties and responsibilities of the interns are discussed, and a case study of two interns for one introductory-level course provides a context from which internship in general can be viewed.	Internships Teaching Reflection

Melody L. Russell and Jared A. Russell	Mentoring Relationships: Cooperating Teachers' Perspectives on Mentoring Student Interns	https://files.eric.ed.gov/fulltext/EJ988202.pdf	Cooperating teachers play a vital role in the professional development of student interns. Although they serve as mentors, most cooperating teachers do not receive comprehensive or coordinated preparation for their role as effective mentors. This article presents findings from a qualitative research study exploring the perceptions of nine cooperating teachers about mentoring student interns and identifies the salient factors impacting their mentoring relationships: (a) role of the mentor, (b) expectations for the mentoring relationship, and (c) cooperating teachers' motivation for serving as a mentor. A formal mentoring preparation program was designed for cooperating teachers and implemented at our university.	Mentors Student Engagement
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PART TWO: Guides

Publisher	Title	URL	Description	Keywords
Higher Education Quality Council of Ontario	A Practical Guide for Work-integrated Learning	http://www.heqco.ca/en-ca/Research/ResPub/Pages/A-Practical-Guide-for-Work-integrated-Learning.aspx	This guide discusses the theory and practices of work-integrated learning. It includes samples of in-class learning activities	Work-integrated learning Theory Learning activities
Ryerson University Learning and	Best Practices in Experiential Learning	https://www.ryerson.ca/content/dam/learning-teaching/teaching-resources/teach-a-	This guide provides an overview of experiential learning and guidance for facilitating in-class and community-based experiential learning activities	Experiential learning In-class activities

Teaching Office		course/experiential-learning.pdf		Community-based activities
McGill University Learning and Teaching Office	Critical Reflection: An integral component to experiential learning	https://www.mcgill.ca/eln/files/elndocs/ryersoncriticalreflection.pdf	A discussion of the important of reflective practice in experiential learning classes	Experiential learning Reflection Class-based activities
University of Victoria	Constructing a Service-learning Syllabus	https://www.uvic.ca/socialsciences/assets/docs/Oregon_constructing%20a%20service-learning%20syllabus.pdf	A list of concerns to address when developing a service-learning syllabus	Experiential learning Service learning
University of Waterloo	Six Tips and Ten Tricks to Facilitate Classroom-based Experiential Learning	https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/community-based-learning	A short guide on developing and facilitating in-class and community-based experiential learning	Experiential learning Tips
Mott Community College	Faculty Resource Guide to Experiential Learning	https://www.mcc.edu/service-learning/sl-faculty-resource.shtml	A comprehensive overview of experiential learning that includes guidelines, checklists, course development worksheets, and consent forms	Learning activities Checklists Course development Consent
York University	Common Language for Experiential Education	https://health.yorku.ca/experiential-education/faculty/common-language/	Includes an overview of many facets of experiential learning education and their categories	Experiential learning Rubrics

PART THREE: Rubrics and Assessment

Author	Title	URL
Ontario College of Art and Design	Reflections on Goal Setting	https://www.ocadu.ca/Assets/content/career-experiential/student-career-guide-reflection-goal-setting.pdf
Workforce Windsor	An Educator's Toolkit for Experiential Learning	https://www.workforcewindsor.com/wp-content/uploads/2018/01/Educator-Guide-book-English-Web.pdf
Donna Qualters	Bringing the Outside In: Assessing Experiential Learning	https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.421
Eileen Herties	Using Portfolios to Document Experiential Learning	https://www.atlanticuniversities.ca/sites/default/files/documents/AAUTeachingShowcaseProceedings/2005Proceedings.pdf
David Cooper	Reading, Writing, and Reflection	https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.7306
Queens University Learning Hub	Sample Assessment Plan of Student Placement Performance/learning Assessment Rubric	https://www.queensu.ca/experientiallearninghub/sites/webpublish.queensu.ca.qelhwww/files/files/Faculty%20Toolkit%20-%20Sample%20Assessment%20Student%20Placement%20Performance%20(1).pdf