

REFERENCES

- Adcroft, A., & Lockwood, A. (2010). Enhancing the scholarship of teaching and learning: An organic approach. *Teaching in Higher Education*, 15(5), 479-491.
<https://doi.org/10.1080/13562517.2010.491901>
- Bolander Laksov, K., Mann, S., & Dahlgren, L. O. (2008). Developing a community of practice around teaching: A case study. *Higher Education Research & Development*, 17(2), 121-132.
<https://doi.org/10.1080/07294360701805259>
- Brookfield, S. D. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (2nd ed.). John Wiley & Sons.
- The Conference Board of Canada. (n.d.). *Employability skills*.
<https://www.conferenceboard.ca/edu/employability-skills.aspx>
- Elliott, E. R., Reason, R. D., Coffman, C. R., Gangloff, E. J., Raker, J. R., Powell-Coffman, J. A., & Ogilvie, C. A. (2016). Improved student learning through a faculty learning community: How faculty collaboration transformed large-enrollment course from lecture to student centered. *CBE Life Sciences Education*, 15(2).
<https://doi.org/10.1187/cbe.14-07-0112>
- Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71.
<https://doi.org/10.1002/piq.21143>
- Eyler, J. (2009). The power of experiential education. *Liberal Education*, 95(4), 24-31.
- Eyler, J. R. (2018). *How humans learn: The science and stories behind effective college teaching*. West Virginia University Press.
- Felten, P., & Lambert, L. M. (2020). *Relationship-rich education: How human connections drive success in college*. JHU Press.
- Godbold, N., Irving-Bell, D., McSweeney-Flaherty, J. M., Prusko, P. T., Schlesselman, L. S., & Smith, H. (2021). The courage to SoTL. *Teaching & Learning Inquiry*, 9(1), 380-394.
<https://doi.org/10.20343/teachlearningqu.9.1.25>
- Gunstone, R. F. (1991). Reconstructing theory from practical experience. In B. E. Woolnough (Ed.), *Practical science* (pp. 67-77). Milton Keynes: Open University Press.
- Herbers, M. S., Antelo, A., Ettl, D., & Buck, M. A. (2011). Improving teaching through a community of practice. *Journal of Transformative Education*, 9(2), 89-108.
<https://doi.org/10.1177/1541344611430688>
- Hofstein, A., & Lunetta, V. N. (2003). The laboratory in science education: Foundations for the twenty-first century. *Science Education*, 88(1), 28-54. <https://doi.org/10.1002/sce.10106>
- Huber, M. T. (2002). Disciplinary styles in the scholarship of teaching: Reflections on the Carnegie Academy for the Scholarship of Teaching and Learning. In M. T. Huber & S. P. Morreale (Eds.), *Disciplinary styles in the Scholarship of Teaching and Learning: Exploring common ground* (pp. 25-43). American Association for Higher Education and the Carnegie Foundation for the Advancement of Teaching.
- Kim, A. S., Popovic, C., Farrugia, L., Saleh, S. A., Maheux-Pelletier, G., & Frake-Mistak, M. (2021). On nurturing the emergent SoTL researcher: Responding to challenges and opportunities. *International Journal for Academic Development*, 26(2), 163-175.
<https://doi.org/10.1080/1360144X.2020.1842743>
- Kolb, D. (2014). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson FT Press.
- Leopold, H., & Smith, A. (2020). Implementing reflective group work activities in a large chemistry lab to support collaborative learning. *Education Sciences*, 10(1), 7.
<https://doi.org/10.3390/educsci10010007>
- Mayer, R. E. (2002). Rote versus meaningful learning. *Theory Into Practice*, 41(4), 226-232.
https://doi.org/10.1207/s15430421tip4104_4
- Moon, J. A. (1999). *Reflection in learning and professional development: Theory and practice*. Routledge. <https://doi.org/10.4324/9780203822296>
- Moon, J. A. (2004). *A Handbook of Reflective and Experiential Learning*. Routledge. <https://doi.org/10.4324/9780203416150>
- Nash, R. J., & Bradley, D. L. (2012). The writer is at the center of the scholarship: Partnering me-search and research. *About Campus*, 17(1), 2-11. <https://doi.org/10.1002/abc.21067>
- Nash, R. J., & Viray, S. (2013). The who, what, and why of scholarly personal narrative writing. *Counterpoints*, 446, 1-9. <https://www.jstor.org/stable/42982209>
- Ornellas, A., Falkner, K., & Stålbrandt, E. E. (2019). Enhancing graduates' employability skills through authentic learning approaches. *Higher Education, Skills and Work-Based Learning*, 9(1), 107-120. <https://doi.org/10.1108/HES-WBL-04-2018-0049>
- Pyrko, I., Dörfler, V., & Eden, C. (2017). Thinking together: What makes communities of practice work?. *Human Relations*, 70(4), 389-409. <https://doi.org/10.1177/0018726716661040>
- Rodgers, C. (2002). Defining reflection: another look at John Dewey and reflective thinking. *Teachers College Record*, 104(4), 842-866. <https://doi.org/10.1111/1467-9620.00181>
- Roxå, T., & Mårtensson, K. (2009). Significant conversations and significant networks-exploring the backstage of the teaching arena. *Studies in Higher Education*, 34(5), 547-559.
<https://doi.org/10.1080/03075070802597200>
- Roxå, T., Mårtensson, K., & Alveteg, M. (2011). Understanding and influencing teaching and learning cultures at university: a network approach. *Higher Education*, 62(1), 99-111.
<https://doi.org/10.1007/s10734-010-9368-9>
- Tinnell, T. L., Ralston, P. A. S., Tretter, T. R., & Mills, M. E. (2019). Sustaining pedagogical change via faculty learning community. *International Journal of STEM Education*, 6(1), 1-16. <https://doi.org/10.1186/s40594-019-0180-5>
- University of Calgary. (2020, January 15). *Experiential learning plan for the University of Calgary (2020-25)*. <https://www.ucalgary.ca/provost/sites/default/files/EL%20Plan%202020-25.pdf>
- Weimer, M. (2013). *Learner-centred teaching: Five key changes to practice* (2nd ed.). Jossey-Bass.
- Wenger-Trayner, E., & Wenger-Trayner, B. (2015). *Introduction to communities of practice*. <https://wenger-trayner.com/introduction-to-communities-of-practice/>
- Wieman, C., & Gilbert, S. (2014). The teaching practices inventory: a new tool for characterizing college and university teaching in mathematics and science. *CBE Life Sciences*

Education, 13(3), 552-569.

<https://doi.org/10.1187/cbe.14-02-0023>