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**The Capability Approach: A Proposed Framework for Experiential Learning in The
Faculty of Arts, Humanities and Social Sciences.**

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Author Note

The authors presented a condensed version of this updated paper at the 2020 Human Development and Capability Association 2020 annual conference. The findings from this research paper include reflections from a course instructor and undergraduate students at the University of Windsor.

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Abstract

This qualitative case study uses the Capability Approach (CA) as a framework for experiential learning courses in the Faculty of Arts Humanities and Social Sciences at the University of Windsor, in Ontario, Canada. Specifically, this is a case study of two courses titled Ways of Knowing and Ways of Doing that are offered as undergraduate general credit electives. In this paper, we describe the case study context and provide a brief introduction to the CA. The lead author presents the case study courses' pedagogical framework and describes the materials and methods of the case. Next, we provide a summary of the data collection and analysis alongside thick descriptions of the CA in the context of the case. In the final section, we share reflections for further discussion.

Keywords: Canada, Capability Approach, curriculum, decolonization, experiential learning, higher education, HDCA, liberal arts, Ontario, Strategic Mandate Agreement

Land Acknowledgement

The University of Windsor sits on the traditional territory of the Three Fires Confederacy of the First Nations, which includes the Ojibwa, the Odawa, and the Potawatomie. We respect the longstanding relationships with First Nations people in this place in the 100-mile Windsor-Essex peninsula and the straits – les détroits – of Detroit.

Introduction

This qualitative case study uses the Capability Approach (CA) as a framework for experiential learning courses in the Faculty of Arts Humanities and Social Sciences at the University of Windsor, in Ontario, Canada. Specifically, this is a case study of two courses titled *Ways of Knowing* and *Ways of Doing* that are offered as undergraduate general credit electives (see Appendix A). In this paper, we describe the case study context and provide a brief introduction to the CA. The lead author presents the case study courses' pedagogical framework and describes the materials and methods of the case. Next, we provide a summary of the data collection and analysis alongside thick descriptions of the CA in the context of the case. In the final section, we share reflections for further discussion.

This paper draws from the education literature about the CA, experiential learning literature, and student reflections from both courses. The lead author proposes that the CA is a multidimensional framework that repositions experiential learning within anglophone higher education systems. The goal of this research is to develop further the ways undergraduate students apply the multidimensional CA as a reflective framework for experiential learning courses taught in the liberal arts.

Case Study Context

Case studies provide opportunities to demonstrate the "How" and "Why" things work within specific contexts (Yin, 2018). Therefore, this project situates the research within Windsor, Ontario, Canada, at the University of Windsor. Finally, we situate the courses for the reader by providing examples of course activities as they apply to the CA framework.

About the Windsor Region

The University of Windsor is in the south of Canada and works within the hub of the busiest Canada-US trade border. There were nearly 2.5 million trucks and 8.5 million passenger vehicles crossing the border in 2018 (Border Policy Research Institute, Western Washington University; University at Buffalo, The State University of New York; and Cross-Border Institute, University of Windsor, p. 13). The region's government priority is to build a new 5.7-billion-dollar (contract value) border crossing within the highest poverty region in the country (Gordie Howe International Bridge, n.d). Despite that lucrative economic initiative, some residents question the project's ability to help those living in one of the lowest-income neighbourhoods in Canada (Prieur, 2014). According to the City of Windsor, over 100 cultures are represented in the community, including active engagement from two Indigenous communities known as the Caldwell Nation and Walpole Island (City of Windsor, n.d.). The region was also an integral part of the underground railroad where people escaped American slavery into Canada. While many people returned to the U.S. after the abolition of slavery, a significant number of those escaping slavery remained in the Windsor-Essex County region. The region is rife with agricultural opportunities due to its weather and ready access to the great lakes. Therefore, several communities have come to Windsor through an agricultural connection at different times throughout its recent history.

In short, Windsor is an international hub shaped by its Indigenous communities, historical routes of migrations, the active recruitment of international students by its educational institutions, and its cross-border location.

Situating the University of Windsor

The University of Windsor has significant community engagements through its School of Social Work, Performing Arts, and co-operative education programs. While there are many career development opportunities at the University of Windsor, many students from the Faculty of Arts, Humanities and Social Sciences (FAHSS) cannot access these activities for paid course credit. Arts, humanities and social science students compete for resources with other prioritized programs such as professional programs and programs with high enrolments of international students. As such, the lead author proposes that students regularly complete work as volunteers and receive reduced pedagogical, financial and personal development opportunities during experiential learning activities.

In this paper, we will discuss the two courses, Ways of Knowing and Ways of Doing, which use the CA as a multidimensional means to reflect upon success for experiential learning opportunities in the arts, humanities and social sciences.

Experiential Learning the Ontario Higher Education Context

The courses, Ways of Knowing and Ways of Doing, are selected topics courses that were updated to count as experiential learning courses and developed as part of the Career Ready Fund initiative (Ministry of Colleges and Universities, n.d.)¹. Additionally, the institution was

¹ The Ministry of Colleges and Universities shares that the “Career Ready Fund helps publicly-assisted colleges and universities, employers and other organizations create experiential learning opportunities for postsecondary students and recent grads”.

required to complete a Strategy Mandate Agreement (SMA3) to set benchmarks for experiential learning as defined by the Ministry of Colleges and Universities (University of Windsor, n.d.a). Typically, these mandates include pilot projects where they practice setting benchmarks within institutionally selected program areas. In this case, Ways of Knowing and Ways of Doing was not selected as part of the pilot metrics because it is a centralized course organized out of the Dean's office rather than for a specified program. However, the P.I. conducted an extensive qualitative review regarding experiential learning within the faculty before updating the course. The metric strategies of the proposed SMA3 project were dynamic throughout the development of these courses. Students who enrolled in Ways of Knowing and Ways of Doing came from aeronautics; biology; business; chemistry; communication, media and film; computer science; criminology; disability studies; drama; economics; English; history; international relations; kinesiology; languages, literatures and cultures; liberal and professional studies; physics; political science; psychology; social science; social work; visual arts; and women's and gender studies. While funding opportunities may promote interdisciplinary collaborations, the lead author's experience suggests that the administration hedges its benchmarks towards certainties rather than innovative risks. This strategy usually focuses on funding within specified 'safe bet' departments and can create competitively funded silos within institutions. However, an alternative would be to find collaborations across disciplines because many students may want to explore broader career and life opportunities than their course content may initially suggest.

There is an increasing narrative in the province of Ontario that examines education as an investment where its value comes from a student's utility in the labour market and their ability to

Experiential learning is “hands-on learning” in a real or simulated workplace that helps prepare students for the transition to work. It also helps employers connect students and new graduates with the skills they need to hit the ground running” (Ministry of Colleges and Universities, n.d.).

gain a return on their financial investment (Education Policy Research Initiative, n.d.). As such, policymakers focus on experiential learning's economic prospects, suggesting that students gain skills that align with labour markets (Business Higher Education Roundtable, 2016).

Additionally, institutions are navigating the Strategic Mandate Agreement process, which creates funding envelopes to adhere to agreements between universities and the provincial government.

Most recently, experiential learning is an increasing focus in the SMA3 process. In the lead author's view, using the SMA3 project to measure employability is continually challenged by two primary reasons. First, as seen by the COVID19, labour markets are unreliable and difficult to predict. Secondly, institutions game the policy levers proposed by temporary governments to save or accrue additional funding instead of focusing on improving the student experience in a multidimensional way.

Fundamentally, these politically-motivated narratives can crowd opportunities to consider a student and faculty-informed localized framework that reflects upon and improves experiential learning in higher education. The lead author proposes that an alternative is the CA. Sen, Nussbaum, and Walker oppose using economic metrics as central proxies for success in the CA. Their vision makes the CA an attractive framework for measuring experiential learning success in higher education (Nussbaum 2011; Sen, 2001; Walker 2006, 2008, 2009, 2015, 2018). Using the CA as a reflective process – for students, faculty, institutions and governments – would allow agents to more accurately reflect on the things that agents have reason to value in a truly human way. For example, Nussbaum's ten capabilities are life; bodily health; bodily integrity, senses, imagination, and thought; emotions; practical reason; affiliation; other species; play; and control over one's environment (Nussbaum, 2011 p. 33 - 34). Nussbaum believes these are capabilities that people value, and they must be present in order for human flourishing to occur. Therefore,

economic outcomes such as salary mean very little for people who miss the capabilities to lead the kinds of lives they have reason to value (Todd, 2016). The types of metrics measured at the policy level often do not align with what institutions and their students hope to accomplish. Institutions need more than utilitarian policy levers to help build practical and experiential learning opportunities that lead students to flourishing lives. In essence, the CA could reposition future policies about experiential learning in higher education. The CA vision is more multidimensional and acknowledges a broader framework for modern-day challenges that go beyond the goals of the market-driven institution. For example, social mobility and equality constitute a significant focus for many of the programs in the humanities and social sciences. As such, this would be a better alignment than labour market outcomes. As an illustrative example, Deneulin (2014) explains how a shift in the minimum wage may create appealing econometric achievements but does not necessarily lead to human flourishing or equitable outcomes. She argues that rather than focusing on the cost of living or the average wage in the labour market, policymakers could focus on their population's overall wellbeing. The success of a minimum wage policy should be measured by:

whether [the minimum wage policy] has increased people's capabilities, or opportunities they have to be or do what they have reason to value, such as opportunities to pursue knowledge, participate in the life of the community, appreciate beauty, engage in meaningful work, be healthy, move freely from place to place, be adequately nourished, play and rest, to name a few of what people may have reason to value being or doing. (p. 3)

The CA, therefore, rebuts the utilitarian frameworks that explicitly align experiential learning with outcomes dominated by economic outcomes (Robeyns, 2017). Rebutting economic proxies

as measures for success is not an easy play in a market economy. Increasingly, governments and higher education leaders are prioritizing economic and utilitarian goals in anglophone higher education systems throughout the world (Collini 2012, Fish, 2008; Marginson, 2016; Slaughter, 2014; Ward, 2012).

As Boni and Walker (2013) note, however, university leaders have signed several signed agreements looking to promote a rationale beyond the labour market and employability outcomes. Examples include the preamble of the Magna Carta of European Universities (prepared in 1988), the World Declaration on Higher Education for the Twenty-First Century (signed in 1998), and the Talloires Declaration of 2005. The debate has not stopped there. Over 300 universities have signed on to the United Nation's Higher Education Sustainability Initiatives. The Copernicus Alliance also focuses on sustainability goals. Additionally, Collini's (2012) book *What are universities for?* has generated vigorous conversation in the academic literature about the outcomes-based metrics of anglophone higher education systems. Finally, the upcoming United Nations Development Report will focus further on the Anthropocene, yet another international policy-shift on the horizon (Human Development Report Office, 2020).

In short, these initiatives should create some measure of consternation about the complexity of following the will of political favours. Finally, COVID-19 has repositioned people's understanding of wellbeing and the SMA3, which now includes a policy lever that mandates an informed labour vision of experiential learning. The SMA3 is a delayed and burdensome project. SMA3 delays seem to be due to the complexities of the labour market, debates about the efficacy of tracking outcomes, nomenclature, and standardization. Given the current state of affairs, future policy frameworks could include policy levers that are unrefined, unremitting, and existentially damaging to the Arts, Humanities and Social Sciences. For many

in Ontario higher education institutions, the current delay of the SMA3 is a welcome event as they shift their attention to managing HE during COVID19.

A Brief Introduction to the Capability Approach

Scholars of the Capability Approach

The CA's principal founders include economic philosopher and Nobel Laureate Amartya Sen, economist Mahbub ul Haq, and philosopher and professor in law and ethics, Martha Nussbaum. Melanie Walker actively publishes about her use of the CA to further understand curriculum in the higher education context. This next section provides an overview of the Human Development and Capability Approach and its key voices in the network.

Alkire and Deneulin (2009) propose that philosopher and Nobel laureate in economics Amartya Sen is a leading voice in the HDCA. Sen shares that "the relation between incomes and achievements, between commodities and capabilities, between economic wealth and our ability to live as we would like" are of critical importance to human flourishing. As such, Sen promotes frameworks for policymakers to shift their thinking towards targeting social opportunities and converting primary goods for the sake of a person's wellbeing (p. 13, 2001). In this context, Sen's frameworks about conversion factors and opportunities are useful to policymakers, students and faculty within higher education. For example, not all students will have an equal conversion of their higher education investments. Additionally, agents (or students) may not share the same outcome goals as one another, their instructor, or the government.

Pakistani economist and former director of Policy Planning at the World Bank, Mahbub ul Haq, created the Human Development Index (HDI) for the United Nations. By 2010, the United Nations Human Development Report (HDR) confirmed that:

It is now almost universally accepted that a country's success or an individual's wellbeing cannot be evaluated by money alone. Income is of course crucial: without resources, any progress is difficult. Yet we must also gauge whether people can lead long and healthy lives, whether they have the opportunity to be educated and whether they are free to use their knowledge and talents to shape their own destinies (UNDP, 2010, p. IV).

The HDR and HDI's central role is to demonstrate that wealth is not a pure proxy for wellbeing (Alkire & Deneulin, 2009). In this case study, we explore models of human flourishing that go beyond the unidimensional measurement of coordinated labour markets and purely economic outcomes.

Martha Nussbaum is a leading philosopher and legal scholar who has written about the democratic importance of a liberal arts education (2016). Nussbaum is a leading capability scholar for her development of a central capabilities list. Nussbaum's central capabilities list is a 'persuasive' and adaptive framework from which people can reflect upon potential constraints, opportunity freedoms, and minimum benchmarks for human rights (Nussbaum 2011). Other scholars use Nussbaum's frameworks to explore curriculum and higher education settings (Walker 2006, 2008; Crosbie, 2013; and Calitz, 2017).

Melanie Walker creates frameworks about the CA specific to higher education curriculum (Walker 2006, 2008, 2009, 2015, 2018). Walker's lists are constructed, in part, from qualitative research projects about anglophone higher education systems. Additionally, Walker is an education scholar who works to integrate her knowledge of human development with pedagogy and curriculum studies.

Students in the course *Ways of Knowing and Ways of Doing* learn about CA scholars through selected readings, cited texts, short YouTube videos, workshops, extensive class discussions, and PowerPoint presentations.

Embedding the Capability Approach Within Experiential Learning Activities

In the context of this analysis, the focus was to describe ways in which students used Nussbaum's central capabilities list to reflect on their experiential learning activities (Nussbaum, 2011). In the case study courses - *Ways of Knowing and Ways of Doing* - students have the agency to make choices they have reason to value. For example, in *Ways of Knowing*, students make recommendations to community partners to commit to Sustainability Development Goals. In the course *Ways of Doing*, students complete projects with community partners that they have reason to value. Students reflect upon their work by using the CA as a framework to evaluate their learning. According to Kolb and Kolb (2017), learning by doing has four dynamic and interchangeable dimensions. The first is a concrete experience (doing something in an authentic setting). The second is a reflective observation (self-reflection, assumptions made about others, understanding others). The third is an abstract conceptualization (students use the CA to understand their experience) in this stage. The fourth is active experimentation (the use of adaptive strategies to gain new skills or knowledge). In *Ways of Knowing and Ways of Doing*, learners report their learning through all of these stages. At first, students took the freedom to select an abstract conceptualization in the framework. However, the newest version of the final reflective assignment now requires students to integrate concepts from the CA within their learning cycle (see Appendix B).

Experiential learning (as described above) is irregular from the traditional lecture-based strategies in Ontario's higher education institutions. However, the Government of Ontario has

added new parameters in defining experiential learning through policy levers. As such, the definition of experiential learning is fraught with challenges within liberal arts settings. In the policy frameworks, experiential learning definitions often come from industry, certifying practitioner organizations, and through government proposed policy levers (Brunet, n.d.). While all of these frameworks serve their purpose, they can create curriculum challenges for the liberal arts.

Ways of Knowing and Ways of Doing Courses

Initially, the courses *Ways of Knowing* and *Ways of Doing* were community engagement classes (Bolton, Pugliese, & Singleton-Jackson, 2009). They are now experiential learning electives that are open to undergraduate students across the curriculum. In 2019, the lead author introduced community challenges and student-led projects in the curriculum with a vision to expand student networks into broader communities. For example, in the fall 2019 semester, students pitched ideas to a dynamic Egyptian-born entrepreneur who reduces food waste in our community. In the same semester, students pitched capital project ideas to senior faculty at the University of Windsor's Leddy Library, who were in the process of proposing student-friendly upgrades to the physical space. In the Winter 2020 semester, students pitched ideas about a proposed Urban National Park to Canadian Member of Parliament Brian Masse. Students also pitched to BlackBerry's VP-Business Operations Neelam Sandhu on ways that BlackBerry could further commit to their U.N. Global Compact goals. BlackBerry has successfully pursued two student-proposed projects as part of its U.N. Global Compact initiatives. Finally, but not exhaustively, the largest project is the Student-run African Diaspora Youth Conference (African Diaspora Youth Conference, n.d.). In 2019, students organized and ran the conference with an attendance of nearly 350 students, teachers, and chaperones. This conference brings "together

children of the African Diaspora from Toronto, Windsor and Metro Detroit, to reflect, connect, plan, network, [and] set goals" (University of Windsor, n.d.b). The ADYC team served a critical role in the instructor's vision of these courses.

Applying the course knowledge within the community allows more personal growth among students and for the instructor. Additionally, students negotiate and navigate authentic networks and have the opportunity to have conversations about what society should be like (Wheelahan, 2010). Wheelahan suggests that such societal conversations are a pedagogical approach that acknowledges the context, structures and social connections of knowledge within the curriculum. Mapping knowledge as it flows through the university alongside the student and instructor's community contexts allows students to gain powerful knowledge and have conversations about what society should be like.

The Four Pillars of Learning

The courses Ways of Knowing and Ways of Doing apply Jaques Delors's four pillars of learning from the UNESCO report titled *Education for the twenty-first century: Issues and prospects* (Delors et al., 1998). Delors argued that education narrowly defined by utilitarian needs is incomplete. Delors proposed that "education be constructed on four pillars: learning to know, learning to do, learning to be and learning to live together" (p. 7). Boni and Walker's *Human Development and Capabilities: Reimagining the University of the Twenty-First Century* refers to the Delors report several years later as having importance to higher education (Boni & Walker, 2013). They also argue, as does Delors, that quality education must go beyond purely utilitarian needs. Next, the authors collaborate to illustrate the four pillars of learning within the context of both case study courses.

Learning to Be

First, *learning to be* includes iterative reflections about student networks that include face to face interactions and online connections. The goal is to have students think critically and navigate expanded networks for personal and professional development. Building a peer network is a critical component of both courses. As such, students now learn the concepts of the *Sen-Bourdieu Analytical Framework*, which connects Sen's opportunity freedoms and understanding of conversion with an integrated view of Bourdieu's forms of capital. Hart shares that these capital forms include inherited wealth, wealth accrued through transactions, investments, social networks, and interactions with various organizations (Hart, 2019). Stephanie Gonçalves (a student who completed both courses and who assisted with this paper) shares an image of the first day of class and how the instructor begins to build a social network within the course:

Picture the first day of class: as students enter the class, they are desperately seeking a familiar face or burying their heads in their phones while the instructor is buried in technological anxieties. The first activity in Ways of Knowing/Doing includes mandated activities that build social connections among peers and with the instructor.

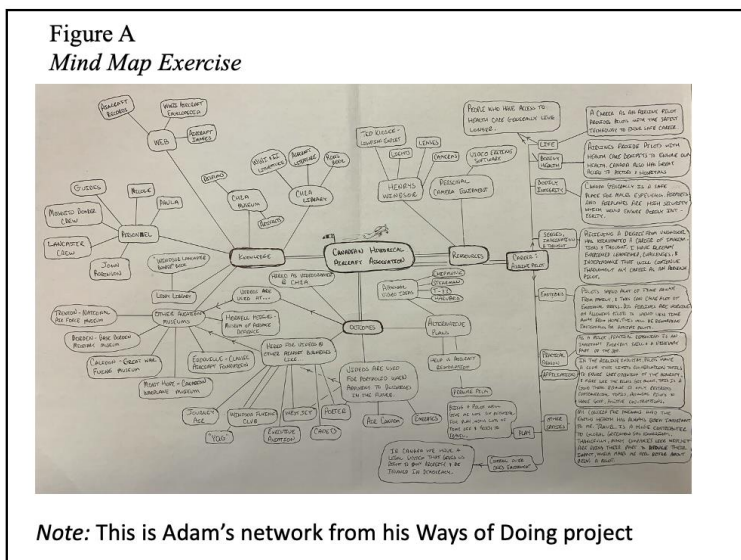
The instructor asks students to write down everyone they met in the last two weeks and why they remembered them. Students then reflect upon what their network thinks of them and what they thought of others based on interactions and key memories. When students do not talk or network, they are deprived of critical peer learning opportunities. The diversity of the University of Windsor offers students the opportunity to understand both local and global contexts. Through course-based activities, students document their personal networks and reflect on how that impacts their opportunities for human flourishing. Nussbaum's Central Capabilities and Melanie Walker's functional capabilities

lists provide students with opportunities for critical dialogue about their networked experiences on and off campus. The activities surrounding the concept of "to be" allows students to introduce themselves in ways they have reason to value. These activities differ substantially from the visually prejudiced quiet of a traditional lecture.

Learning to Know

Secondly, learning to know engages students to explore knowledge in broader networks.

For example, students from the course Ways of Doing participated in the 2020 Human



Development and Capability Association annual conference. Conference-goers met the University of Windsor undergraduate students who connected with practitioners and scholars at the conference through the conference app, email, and LinkedIn. To help

visualize this exercise, all students in the course Ways of Doing complete a mind map of where they find knowledge resources. Ways of Doing Summer 2020 students could also include the people they met at the HDCA conference on their mind map. Figure A is a mind map for a student who completed work at the Canadian Historical Aircraft Association in the Summer 2019 semester. This mind map is part of the student's final reflection. This map outlines the affiliations that he built during his time in the course. His placement at the museum offered a precious opportunity for epistemological diversity among the passionate volunteers within the

Canadian Historical Aircraft Association network. While at the museum, he engaged in intergenerational learning by producing videos for a multi-generational audience about planes used during World War II. Up until this course, Aeronautics leadership students did not have required courses in the history of Aeronautics. Courses like Ways of Doing help to buttress gaps in the curriculum that students have reason to value. Similarly, the African Diaspora Youth Conference (ADYC) enabled students to bring in guest speakers who can share current and contextualized information about the African Diaspora during the annual conference. The ADYC provides ways for students to develop epistemological diversity and decolonize the curriculum through student and instructor-vetted activities beyond the traditional curriculum (Santos, 2006; Battiste, 2002).

Learning to Live Together

The concept of *learning to live together* is taught by applying group theory to enhance learning among their peers, communities, and community partners.

Student Stephanie Gonçalves describes her experience:

Imagine you assign group work to a class, and then you wonder if it will be positively or negatively received by students. Often, it's negatively received as we hear the groans and complaints when we think about navigating unpredictable schedules, different workloads, conflicting goals, and interpersonal communication. Honing and refining the skills of group work activity require practice, patience, reflection and compassion from the students and a high level of organization from the instructor. Often-times, group work dynamics perpetuate social structures, which is why the instructor applied a version of Rawls' theory of the Veil of Ignorance (2009). Students must agree on the rules of engagement before the groups are assigned. Building on Rawls' ideals, students also use

de Bono's six thinking hats to provide an equitable discursive space for group work sessions. In short, the goal is to build successful networks of participation.

Rose (pseudonym) shared from her reflections in the course Ways of Knowing that:

having assistance and another individual with me during my project, really inspired me and helped me achieve my goals. It was her energy that kept me from quitting. This leads me to believe that I should work with other trusted peers more often and to rely on them for motivation to push onwards.

Students learn these structures in the lecture, apply the concepts while completing coursework, and reflect on the efficacy of their application throughout the learning process.

Learning to Do

Finally, the fourth pillar, *learning to do*, comes to life through community challenges and project-based learning in authentic settings.

Student Hassan Shaban reflects:

In the winter semester, I was given the opportunity to complete a qualitative research project to analyze participant reflections in the courses Ways of Knowing/Doing. The project was designed to understand the impact of using the Capability Approach for experiential learning opportunities in the Faculty of Arts Humanities and Social Sciences. Through this experience, I was able to complete a research ethics board application, recruit participants, complete a textual analysis and present at the 2020 HDCA conference. A traditional classroom experience would be to complete readings, write an essay, and perhaps write a final exam. Instead, I have navigated a real research project and presented it among peers, practitioners and scholars here at the HDCA. This

connects me to a networked opportunity to learn more about the HDCA. And this is what we mean by "to do."

Hassan's project aided the improvement of the courses Ways of Knowing and Ways of Doing.

This research project allows students to have a voice in the curriculum and share with the



professor strategies for improving the course. Stephanie

Gonçalves (see Figure B) shares her opportunity for growth in the course as it relates to her work with migrant workers in the

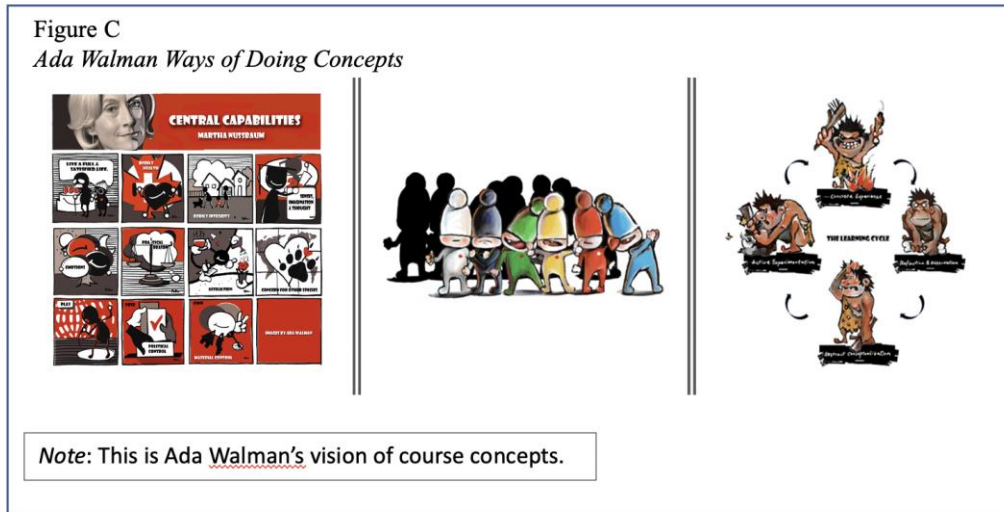
Leamington Ontario region:

Before the inception of my project, I began by reading

Nussbaum's *Creating Capabilities* in Professor Brunet's class, Ways of Knowing. After reading the text, Professor Brunet introduced me to a local researcher, Dr. Tanya Basok, who has been documenting and studying the inequalities and plight of migrant workers in Canada (Basok, 2016). When Dr. Basok learned about my proficiency in Spanish, she asked for some assistance in teaching E.S.L. to migrant workers. Soon after, I agreed and began teaching. I was unaware of the challenges migrant workers faced but learned quickly about their varying levels of literacy, challenges to wellbeing and sense of security. I was armed with the tenants of Nussbaum's Capability Approach. Beyond the Ways of Knowing and Ways of Doing courses, I completed a two-semester undergraduate thesis that examined the implications of language barriers in the migrant worker community in southwestern Ontario. Essentially, I went from student to teacher, to researcher, and I was able to meet the scholars in which I cited in my thesis and discuss my project in real-time at the 2019 HDCA conference in London, UK.

Participating in instructor inspired research projects is an opportunity for human flourishing that traditional education does not often offer.

Additionally, students make contributions to the course by sharing their talents, reflections and networks among peers. For example, student Ada Walman worked with her peers in the Ways of



Doing class to bring the course concepts to life. Figure C illustrates Ada's Canadian conceptualization of Nussbaum's central capabilities list. In the centre, Ada provides a Canadian vision of de Bono's six hats – the figures are wearing tuques, which are a gender-neutral icon of Canadian culture. Finally, Ada shared her vision of Kolb's Learning Cycle. For example, through the lens of Kolb's Learning Cycle, she shared that attempting to understand some of the more difficult concepts made her feel primitive. However, as she actively navigated the concepts through her art, she evolved through an active learning process of reflection, observation, abstract conceptualization, and active experimentation.

These activities, framed by the four pillars, gave students a sense of excitement and ownership in the curriculum. Therefore, the four pillars allowed students to make choices, meet friends, and take up opportunities that helped them consider their vision for human flourishing within and beyond higher education.

Materials and Methods

The analysis framework comes from Melanie Walker's list of 11 valued functional capabilities, focusing on well-being in higher education. Walker's list includes knowledge; social relations; critical thinking; imagination and empathy; recognition and respect; active and experiential learning, autonomy, confidence; active citizenship; deliberative dialogue, and having economic opportunities (Walker, 2008). Walker does highlight economic opportunity. Students are indeed concerned about their future financial outcomes. Nevertheless, the list identifies a more holistic view of wellbeing and does not use economic outcomes as an end. This paper includes a qualitative case study that was part of Hassan's senior undergraduate research project. Hassan Shaban reviewed readings about the CA, including the CA article published in the *Stanford Encyclopedia of Philosophy* (Robeyns, 2011), a video (Marcus, Cruywagen, and Hugo, 2017) and a few articles by Melanie Walker for review (2008, 2009, 2015). Hassan interacted with the Research Ethics Board (R.E.B.) Chair and applied for the R.E.B. clearance that would allow him to recruit, gain consent and publish the findings from student reflections in *Ways of Knowing and Ways of Doing*. Having Hassan assist with collecting, interpreting, and analyzing the data added a layer of student voice and objectivity to the project.

Data Collection and Method

Data Collection

The data for this project includes final reflections in the courses *Ways of Knowing and Ways of Doing* of the Winter 2019, Intersession 2019 and Fall 2019 semesters. The students completed a slightly adapted version of Kolb's Personal Application Assignment to frame their learning in the course (Kolb & Kolb, 2017). Students completed these reflections for course credit and were not under the impression that their reflections were for any other purpose than to

receive a grade in the course Ways of Knowing or Ways of Doing. However, all student reflections analyzed for the study received informed consent after the completion of the course. Hassan connected with students in the Ways of Knowing and Ways of Doing courses for the Winter 2019 (23 students), Intersession 2019 (24 students) and Fall 2019 semesters (37 students) via email with information detailing the opportunity to participate in the study. Students knew that their reflections and names remained confidential in the final paper. Seven participants came forward, so there was no need to exclude reflections based on quantity. The researchers' names were made public to participants in the study, so they were aware of who would review their reflections. Some students were known to Hassan and may have self-selected either in or out of the project.

Method

Following consent from seven students in the course Ways of Knowing and Ways of Doing, the instructor retrieved the student reflections from the institution's online course management system. Hassan replaced student names with pseudonyms retrieved from an online random name generator. The names generated were; Rose, Yara, Patrick, Santiago, Victoria, Cohen and Jasjeet. Gender was taken into consideration when using the online random name generator.

Hassan extracted the data from each of the reflections, characterized into Walker's list of eleven valued functional capabilities and subdivided relatable themes into Walker's eleven functions. Hassan learned about the NVivo software (at an introductory level) and used the application to match potential learning to the CA

Sampling the Integration of the Capability Approach in Student Reflections

Applying Melanie Walker's Functional Capabilities

Walker has published extensively about the application of the CA within higher education contexts. In a recent publication about her integration of development as a model for education, Walker (2018) shared that:

A capability-based approach to the public good of higher education is proposed for its humanizing ethic, attention to fair opportunities, and participation in terms of what students are able to do and to be in and through higher education. A capability frame is complemented by thinking about decoloniality and epistemic justice to help identify central higher education capabilities. The three proposed intersecting capability dimensions are as follows: personhood self-formation, epistemic contribution, and sufficiency of economic resources, intended to guide university practices and policy interventions in the direction of the public good. (p. 556)

As such, the instructor used Walker's three intersecting capability dimensions to frame the course. For example, students established and reflected upon their personhood in the activities of the course. Next, students had opportunities to pursue knowledge that they had reason to value. Finally, the instructor looked for opportunities that would allow students to translate their learning into economic opportunities and their wellbeing. Additionally, Walker's vision of education for the public good aligns more readily than one that overtly prioritizes labour market outcomes. Her vision aligns particularly well within an experiential learning setting that integrates subject matter from the arts, humanities and social sciences, and students who experience challenges regarding social, economic, and intellectual capital. For example, decoloniality is critical in an educational system working to mitigate truncated histories and

white-washed concepts of education (DiAngelo, 2018). Students can assert their epistemic interests through project-based learning and project proposals. Additionally, Walker's vision gives credence to providing students with a voice in the curriculum. Finally, students can use the CA to develop their capability and experience some freedom from the Eurocentric epistemic governance of anglophone higher education systems.

The discussion that follows provides examples of how the CA connects with the student reflections from *Ways of Knowing and Ways of Doing*. Walker's functional capabilities include knowledge, social relations, critical thinking, imagination and empathy, recognition and respect, active and experiential learning, autonomy, confidence, active citizenship, deliberative dialogues, and having economic opportunities (Walker 2008). In the discussion, there will be an explanation of each functional capability and an example from the reflections. Making connections was at first difficult for students and Hassan. He continues to learn the CA and to do qualitative research in his undergraduate studies. Hassan used a deductive approach. Specifically, he reviewed the documents to see where students connected with Walker's functional capabilities (Miles, Huberman & Saldaña, 2020).

Knowledge

To Walker (2008), Knowledge is how students gain the information they know about various subjects. Walker believes that the acquisition of knowledge and information happens through experiences or in educational settings. In the courses *Ways of Knowing and Ways of Doing*, the instructor presents knowledge as something that occurs within networks. For this reason, students drew mind maps to outline the places and networks they accessed to gain knowledge for their projects (see Figure A). Hassan divided knowledge into three areas,

including personal development, academic knowledge, and professional practice. Jasjeet reflected on how she navigated her settings to understand knowledge in various contexts:

I have some personal issues at home, I found it very difficult to juggle my schoolwork and person[al] life, but I did my best to stay on top of things in the different areas of my life. It was very challenging, but I maintained a positive attitude throughout because I wanted to learn how to persevere and become a stronger person. I learned how to deal with group conflict at school and at home, as well as internal conflict within myself.

Jasjeet's reflection draws analogies from the academic content (about conflict resolution) and then applies it among her peers and her family. Patrick claims that he learned how to translate and filter academic findings from his project to broader audiences:

For almost four years I have been writing papers for experts and academics, so it really took some effort to make sure the work I produced was not only formal and properly researched, but also easy for any person off the street to take in. I learnt that I don't need to present all of my research findings, rather, I had to select what was most appropriate for my audience.

Students regularly shared that learning in the course was different because they were not memorizing and regurgitating information. Instead, they were reading, analyzing, and then considering how to gain new knowledge within broader networks. The course activities provide space within the curriculum to generate new knowledge that students and their audiences have reason to value. Project-based learning conducted within a diverse student population can loosen the Eurocentric epistemic governance of higher education by enabling students to study and share their new knowledge within the communities that they have reason to value.

In all courses, students found opportunities to learn from practitioners and their organizations. Rose admitted that:

One of the major issues I had in this experience stemmed from a misunderstanding of what a proposal and an approval looked like. Not understanding the processes caused me frustration, but after understanding how the processes work[ed], I now understand where my confusion came from. I will avoid this issue in future endeavours by trying to write down and have my proposals signed by those in charge. This will prevent any confusion about what has been and what has not been approved.

Applying networks theories to the acquisition of knowledge allows students to learn practical skills, academic knowledge, and knowledge that they have reason to value. In many cases, students in the Arts, Humanities and Social Sciences want to explore their curiosities related to their demographics, cultures, countries and interests. Both project-based learning and community challenges allow students to share their perspectives and learn how it relates to broader knowledge networks. Too often, students focus more on memorizing information to do well on an exam, rather than integrating the material into situated and social contexts (Mann, 2001, Biggs, 2011). When using an experiential learning approach to education, knowledge cannot and should not be separate from the learner. As Human Development and Capability Approach scholar Ingrid Robeyns (2017) points out:

We are born as a human being with a body and future of her own, and we will die as a human being with a body and a past life narrative that is unique. This human being, that lives her life in an embodied way, thus has functionings that are related to her person, which is embodied (p. 58).

The courses Ways of Knowing and Ways of Doing allow for an embodied knowledge to grow within the student experiences. This experience connects them to others and the networks they explore.

Social Relations

According to Walker, social relations are "a student's ability to participate in groups for learning, teamwork, being able to form friendships which support learning, being able to communicate with a lecturer or listening" (Walker, 2008, p.482). In the reflections, the themes of insight, mentorship, support connections and social risk were present. For example, Yara explained that:

Every time I went to [my placement], different volunteers would approach me, and ask how the project was going, some even supplied information which led to research in different areas or books. I found that the people who contacted me gave me insight into their relatives. Some just wanted to tell me of their aunts and uncles who served in the Armed Forces, whether it was as a soldier, sailor, or airman.

Students that conduct their placements have the opportunity to navigate knowledge within organizational settings and among interpersonal relationships. Traditional settings in higher education, which may be framed by lectures, multiple-choice exams and essays, do not provide students with the opportunity to work with diverse groups of people who can provide valuable insight and understanding about various knowledge networks.

Another student, Victoria, remarked about the rich opportunities for mentorship in the course:

I had an upper-year student in my group. I developed leadership and presentation skills from this member of my team, she was a mentor of sorts, showing me and guiding me towards my full potential when put in these situations. I felt appreciative of her and I

looked up to her. Getting feedback and opinion from this individual really allowed me to develop as a leader.

As illustrated in this example, students' academic levels ranged from year one to year four in the course. This academic range had three main benefits. First, there were mentorship opportunities for senior students to see what is to be a leader. Secondly, it allowed junior students to have a vision for their future in upper grades. Third, it allowed senior students to see how far they have come by reimagining their first year through a new student's eyes. Mentorship opportunities (mentee and mentor) are a critical opportunity to develop beneficial social relations in higher education and beyond (Bolton, Pugliese & Singleton-Jackson, 2009).

Rose shared that she found opportunities for support during her course experience:

having assistance and another individual with me during my project, really inspired me and helped me achieve my goals. It was her energy that kept me from quitting. This leads me to believe that I should work with other trusted peers more often, and to rely on them for motivation to push onwards.

Traditional forms of assessment do not typically offer students the opportunity to work and receive a formative assessment within a peer network.

Finally, Patrick shared that

I was the only [one] in the class creating a project such as this[tour], so it became a rather excit[ing] and interesting subject for many people. Even people I knew outside of class were interested in the completion of the tour, so expectations seemed to be rather high.

In this case, social relations acted as a motivator for academic excellence. The instructor perceived that social risk expanded student vision for excellence by creating a broader audience and more thoughtful engagement with stakeholders related to their projects. As a result, the

instructor has found that social risk (managed with awareness and sensitivity) can be a useful motivational tool within the course. Hughes (as cited by Walker, 2006) shares that one challenge to traditional higher education pedagogical approaches is that it:

fails to recognize an individual's wider dispositions to learning in respect of confidence, motivation, perseverance and creativity. It also fails to recognize the cultural influences of family, school, peer group, media and nation and the structural influences of 'race', class, gender, sexuality and dis/ability. It takes no account of the temporal aspects of learners' biographies in terms of change. It view[s] the learner as a passive recipient of teacher knowledge rather than as an active co-producer of meaning (p. 104).

Critical Thinking

Walker suggests that critical thinking is a form of "development and being able to risk one's own judgement, not simply agreeing with the opinions of others or the opinions of the lecturer, being challenged in learning, action in the world" (Walker, 2008, p482). Yara's reflection was an illustration of her critical thinking in action. When discussing a radio interview, Yara thought critically about why she was asked for an interview. She also dissected the interviewer's selection of questions. She shared that:

it was funny to me that [the interviewer] from the [radio station], asked about my reasons for joining the Air Force, rather than asking about the women I had researched.

Reflecting, I believe every woman had the desire to help, and for me it was to learn a trade, and be prepared in case of an international conflict. [...] In the war, women wanted to serve wherever they were needed, and in any capacity.

In this example, there is evidence that Yara thought about agency. First, in her (in)ability to direct the interview subject and then in her reflection about what mattered to women who served in the air force had reason to value.

Imagination and Empathy

According to Walker, imagination and empathy are "being able to understand the lives and worlds of others, being compassionate, being able to respond to human need and suffering, being able to deliberate ethically" (Walker, 2008, p.483). Victoria reported her vision for inclusion in her reflection:

I had learned a few ways to make everyone feel more involved and important. I asked for everyone's opinions on things I was working on and let everyone else in the group choose what tasks they would like to complete. I would do the jobs that nobody else wanted to do and would show appreciation and praise whenever other group members completed their tasks. I think this made everyone feel more included and like we were not teaming up against them, but we were teaming up with them. My objective is to view things from other people's perspectives and get a better understanding of other people by not being overbearing.

Using the CA as a framework in experiential learning actively engages students in understanding other people's realities and capabilities. While students learned that empathy was necessary, they also needed to act on it during the project-based learning and community challenges. The lead author noticed that the application of knowledge in the courses *Ways of Knowing* and *Ways of Doing* held more weight to the students because it involved social risk and knowledge networks organized into social contexts. Moreover, students took opportunities to connect and understand other people. In this particular instance, the students are actively engaged in understanding the

position of others. Victoria attempted to get other members in their group to participate and praised those students for encouraging productivity.

Santiago provided another example, sharing that:

One of my team members had not showed up to our final presentation, which caused me to get very frustrated. We met her in the following class and found out her grandmother had passed away. She had gone to Toronto the week of the presentation. Suddenly, we understood why she hadn't replied to any texts and wasn't present. Hearing her perspective on the events of the past week made me realize I had been narrow-minded and made me feel guilty over my false assumption that she was slacking off.

In this case, Santiago has to apply the knowledge he was learning in the class to real-world situations and reflect upon the situation as part of the course.

Finally, Rose admitted her cynicism in the course design in her reflection:

Throughout the class, we were expected to find learning models that exemplified our learning processes. I really didn't think this was going to be useful. As the semester progressed, I ended up finding models that I felt I could learn from. Using the models made me think about how my experience can relate to the experiences of others. Being aware that I am not the only one who has encountered a situation like this was both comforting and informative for me.

Walker (2006) points out that imagining another's experience is an insufficient approach to understanding their realities. Therefore, the course requires students to acquire interpersonal skills (and understanding others) through highly interactive projects. Overall, we see the value of project-based learning in Ways of Knowing and Ways of Doing because students must integrate course concepts within their experiences. Students put the knowledge they were learning into

practice rather than declaring what they know to satisfy a short-term assessment (Roy, Borin, & Kustra, 2007). The diversity of students in the courses required a certain cosmopolitanism so students could appropriately socialize and work within a broad diversity of cultures. In this case, imagining the experience of the other was not sufficient for success in the course. Students were required to work in groups, assign roles through dialogical processes, be actively empathetic and reflect upon all students' situational challenges within instructor-formed groups.

Recognition and Respect

Walker shares that Recognition and Respect mean 'being able to have respect for oneself and others, to be treated with dignity, being recognized and valued equally with others by lecturers and one's peers' (Walker 2008, p.483). One example of Walker's vision for recognition and respect came in Rose's reflection:

At an event for [community partners], it was expected that my partner and I would know what to do and take charge of things like [event setup]. I assumed this was based on our gender, nothing more. Later, we were yelled at and chastised [. . .] for not getting [our project] budget approved. This caused me immense anger. Trying to see things from another perspective, I reflected on how my boss might have had to react or feel. The same way we needed to answer to [my boss], [my boss] needed to answer to the board.

Although I am still frustrated with how [my boss] responded to us, I understand now that [my boss] could not just allow the budget to happen without approval.

Rose learned to respect the budget, board, and greater good of the organization through the lens of her boss' reality. These are valuable experiences for students as they are likely to experience it in the workforce. Being exposed to project experiences allows students to learn about workplace

acknowledgements, respect for the goals of the organization, and respect for the individual challenges of colleagues within the workplace.

Active and Experiential Learning

The sixth functional capability is active and experiential learning. To Walker, active and experiential learning is "when a person is able to pursue one's own inquiries, being motivated or having enjoyment and pleasure in learning" (Walker 2008, p. 483). We found examples for active and experiential learning in reflections about group presentations, real-world experiences, and self-directed learning. First, Rose reveals her experience as a first-year student working to prepare for a group presentation assignment:

I was a first-year, I didn't know anyone in that class to ask them if I could be in their group, and I had never done a group project nor a presentation yet in university, and I was unsure of what would be expected of me. Going into this experience, I was incredibly nervous, but it did end up working out in the end!

Rose's experience included observations (of others), navigating anxieties, and active experimentation to get through the challenges of presenting to an authentic community partner. For this particular presentation activity, the community partner ranked the presentations and provided feedback to each group. The group work and presentation were a formative exercise. However, the instructor evaluated students through personal written reflections about their group interactions, group goals, and understanding of group theory.

The next theme is real-world experience, which is exemplified by Yara. Yara reported that:

Personally, I used copyrights, and fair use, in my project. This meant contacting several organizations and explaining what I was trying to do. Sometimes I received a reply, but government organizations often sent an acknowledgement saying it would take several

months for them to look at my request. This was something I never had to do in the past, so it was a great learning experience.

This experience differed from a simulated project. In a simulated project, students are protected against copyright errors. Therefore, they may approach the authentic project with a higher level of intention and awareness. This experience provides students with a functional knowledge of how copyright laws are practiced, negotiated, and regulated beyond the classroom.

Autonomy

Walker proposes that autonomy is "when a student is able to be independent and self-directed in learning" (Walker 2008, p. 483). Patrick admits his preferences to work independently in the course *Ways of Doing* as he completed his course project:

I did not have to worry about other people in a group not doing their share of it all, everything was on me which I prefer, as only I am accountable and makes the work totally my own.

When students conduct research projects in the humanities, they often work alone; but being in the class *Ways of Doing* allowed them to hear about other projects (some autonomous and some in groups) directly from their peers. The juxtaposition of independent projects with group projects allowed students to learn from one another during in-class discussions.

Confidence

Walker defines confidence as "being confident to express an opinion, to succeed with learning tasks, being encouraged and supported in learning" (Walker 2008, p.483). Victoria revealed that:

During my group meetings, I often found many group members missing, and so it seemed like a new group came to each meeting. As a result, I would find myself branching out

more and more, slowly taking on a leadership role and following the footsteps of one of the upper-year students in my group. I took on a lot of responsibility in order to compensate for those who took on very little amounts, but it paid off when we came out on top.

Victoria had the confidence to complete additional work and to lead initiatives. Her experience is incredibly powerful because she was a first-year student. Providing students with opportunities to gain confidence as learners early in their post-secondary career may help them ask questions, take responsibility, and acknowledge their recoveries from failures as learning experiences (perceived or real). Very few of the upper-year students showcased confidence in their reflection reports. Perhaps upper-year students have been socialized to complete tasks in ways that target what the professor wants. Victoria may not have been exposed to this yet, so she was able to showcase confidence within her group, unlike the upper-year students' reflections.

Active Citizenship

According to Walker, active citizenship is "when a person understands their actions in the world and how their contributions to society was valued" (Walker 2008, p.483). Yara's volunteer experience illustrates active citizenship. Yara created new content that filled a gap in a local museum's historical collection. During the course, her work was picked up by a local radio station. Consequently, her activities positively infected the organization as external people became interested in her work, and she connected the museum to new regional networks in other provinces. Yara shared that:

A small article in a[n organizational] biweekly newsletter,[...] led to a [...] Radio interview. That interview led to [a person from a national organization] contacting me from his home in Edmonton, Alberta, and from there to [an organization in Montreal]. I

was able to use this information in the presentation. Likewise, on my last visit to [my placement] the president of the association heard I was there and came to talk to me. The most practical lesson was to be persistent, and available to meet with people.

This example demonstrates that volunteerism can substantially impact students looking to engage the community in national history. Overall, the reflections seemed to indicate that students can appreciate these experiences and value recognition from the community equally or even more than their grade from a professor.

Deliberative Dialogue

According to Walker, deliberative dialogue is "the deliberation on and from plural perspectives" (Walker 2008 p.484). We found three examples of deliberative dialogue in the course reflections. First, Rose reported that:

After completing our group project, the best tool I could use was to seek out feedback from others about my response to issues. When I was able to explain my feelings and frustrations to others, they could inform me if my reaction was justified or not, and why. We helped each other.

Likewise, Victoria stated that:

Whenever I found group members not willing to actively participate in group discussion, I requested to have one-on-one meetings with each person in the group, so if they have something to say that they were not comfortable saying in front of everyone, I can understand them better.

Students actively sought other perspectives throughout the course. They recognized the value of challenging their views with the views of others. Students often asked how they might navigate the challenges of collaboration given the academic diversity in the course. The process of perspective-taking was aided by de Bono's Six Thinking Hats when doing group discussion. Applying de Bono's six thinking hats is a way for students to separate thinking into six clear roles (or hats). The hats include white (information known or needed), yellow (optimism), black (judgement), red (feeling/intuition), green (creativity) and blue (thinking processes) (de Bono 2017). The six thinking hats keep group members mindfully involved and create balanced conversations. For example, everyone shared a creative idea or a concern about how something could go wrong. Using de Bono's model for parallel thinking, each person had to step out of their natural thinking ways. For example, even creative thinkers provided reasons why operationalizing their various ideas might not be practical. This process challenged students to understand those who favour other models of thinking to solve problems. Cohen, a student in the course, admits that:

I found using the 6 Hat Model challenging as there were some hats that were difficult for me to work with. I asked my peers in the group and they seemed to have the same problem, but somehow, we got it done.

Students needed to oppose their way of thinking to align with thinking types that may not come naturally to them. Students worked as allies when solving problems rather than coming up with an idea and then going on the defensive to protect their ideas and solutions during meetings and presentations.

Having Economic Opportunities

According to Walker, economic opportunity is "when students are being put in a position where they can strive to attain their own economic goals" (Walker 2008, p.484). Two examples showcase having an economic opportunity. First, Jasjeet said:

One of our assignments in the course was to create a LinkedIn profile. I learned a lot about revamping my LinkedIn page, reaching out to connections within an industry, how to properly build my portfolio, and how I want to present myself online, which really helped open doors for me. An example of this is how I was able to reach out to the Chief Marketing Officer of [a large media company], which is the public relations firm that manages my favourite Korean boy group, Monsta X. Being able to speak to members of the staff of that company because I had a strong comprehensive LinkedIn profile and paid attention to what I was taught in class really helped to build a solid concrete experience.

Additionally, Patrick shared, "[m]y project was conducted and partnered with [a national organization], where I conveniently have also been working during the summer." Programs in the Faculty of Arts Humanities and Social Sciences do not tend to have paid work opportunities (Brunet, 2019). Allowing students to do project-based learning within the context of their current job empowered students to tie in what they are learning at the university with existing community partners. The overlap allows community partners to recognize the students' academic studies, and it allows the community partner to have an acknowledged relationship with the University of Windsor. In the process, there are no additional co-op fees charged to the student. Since the experiences integrate into their classes and work, students get a reduced schedule because they take one less course in their semester. The integration allows students to be a character within the organization because they often gain special recognition for their

educational projects. The goal is to support a student's advancement in the workplace, which leads to economic opportunity for all parties involved. Generally speaking, students within the Faculty Arts Humanities and Social Sciences do not have the same structured opportunities to participate in coordinated labour markets. Providing students with the opportunity to translate the content from their courses in community settings creates future workplace opportunities (Brunet, 2019). However, one co-op student who took the course found the opportunity to lead a project to be quite useful in the learning process (permission was given to share his reflection as he was not one of the students in the original study):

Typical experiential learning experiences lack academic structure which makes taking stock in them far more difficult. At least with the academic components in this course, rather than in a coop, definite value could be extracted from them for future work experiences. This aspect of the experience is very valuable, particularly to a Computer Science student who is now equipped with a variety of different frameworks and methodologies for interaction and decision-making. These extend what is typically provided in our traditional courses significantly. I now feel armed with both technical insight and a theoretical foundation to make both sound people and business decisions.

As social science looks to keep up with technology and innovation on the quest for "tech for good", these cross-disciplinary experiences will be crucial.

This particular coop student already achieved a successful employment outcome, so other matters, such as navigating the interpersonal relationships within the workplace, seemed to be a priority for him. All student reflections in the study acknowledged the opportunity to rank what was important to them, which often went beyond purely economic outcomes. Additionally,

students reach out regularly to the course instructor for letters of reference because it offers them an opportunity to build constructive and verified narratives about their character and capabilities.

Instructor Reflection

Translating the CA into experiential learning opportunities was a challenging proposal. The Ways of Knowing and Ways of Doing courses took two years, several consultations, and several administrative resources to launch community partnerships. Additionally, the instructor completed extensive qualitative interviews with experiential learning champions and student focus groups about experiential learning during the development of the courses. The University of Windsor experiential learning case study (Brunet, n.d.) was further explored and re-imagined through attending and often presenting at conferences and workshops about experiential learning and the CA. Thankfully, the nature of the course empowered students to offer recommendations that improved the delivery of the workshops, assignments, and assessment strategies. Most importantly, this project allowed the instructor, current/past students and community partners the opportunity to connect experiential learning with opportunities to work toward and achieve flourishing lives.

Further Discussions for Experiential Learning Policy

Despite the many challenges in the current Ontario system, Liberal arts instructors need to infuse the humanity of our experiential learning curriculum as we navigate the challenges of a neoliberal higher education system. The CA does just that. The CA focuses on human flourishing and sustainable solutions for the present and the future. Additionally, the CA acknowledges and structures the variations of students' social, economic, and symbolic capital as they navigate and embody the knowledge in their university experiences and everyday lives (Hart, 2019).

Most importantly, the CA scholarship is influential in global projects such as the Human Development Report, the Human Development Index, Bhutan's Gross National Happiness Index, the Sarkozy Commission, the United Nations 2030 Sustainability Development Goals and the United Nations Global Compact. These projects offer opportunities for policy learning, new insights for measuring outcomes, and better reflection on how we can improve experiential learning in the Ontario Higher Education system.

Appendix A

GART-2100. Ways of Knowing: Selected Topics

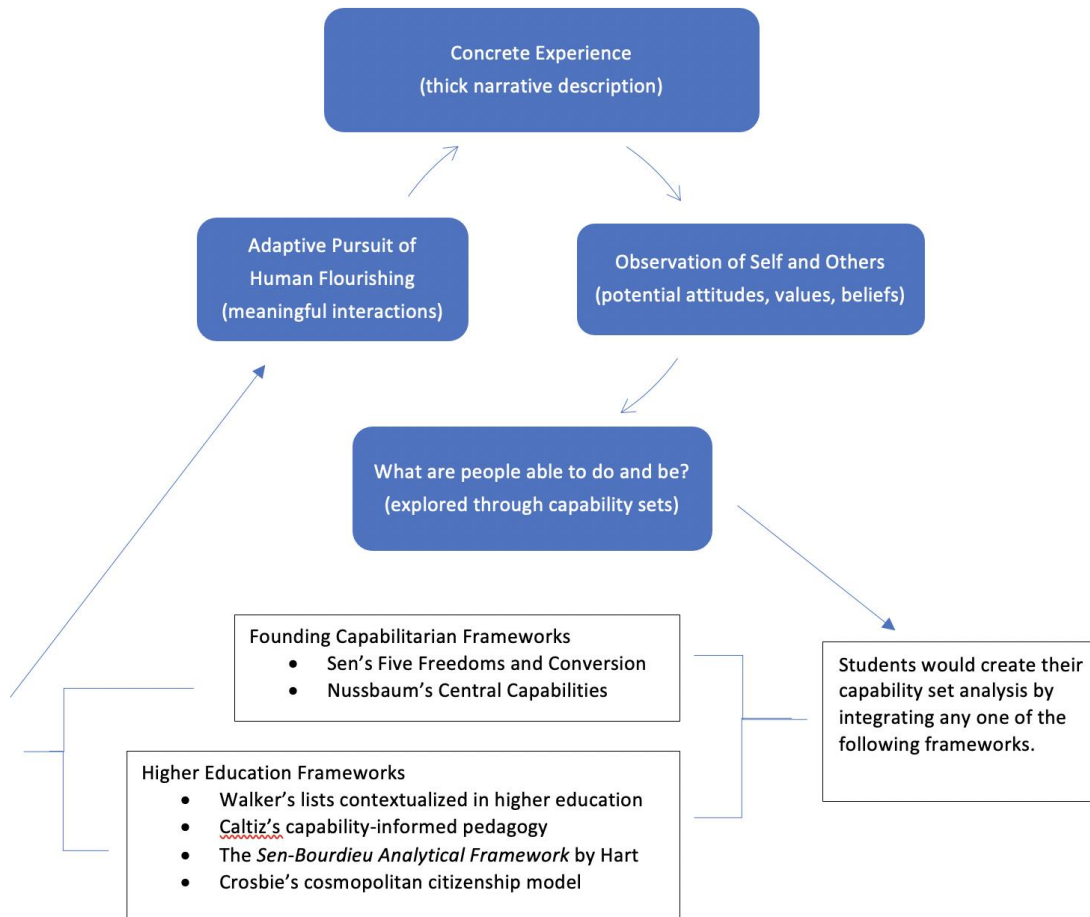
This course explores the various ways that knowledge is created, shared, stored, retrieved and used in diverse environments. Students will connect with modernized, historical, and day-to-day examples of ways to manage knowledge. The topic for each year will be announced in advance and might include: an introduction to knowledge management; survey of research methods in the arts, humanities, and social sciences; leadership; diffusion of innovations; collaborative knowledge, and human and online networks. (Restricted to students with a minimum of second-semester standing. (Also offered as SOSC-2100.) (May be repeated for credit if the topics are different).

GART-3100. Ways of Doing: Special Topics

This course introduces students to a range of practices of civic and online engagement. Through collaborative project-based learning, students will develop well-researched and critically informed proposals and/or projects that address real-world issues and environments. Students will work in small groups to research and present their work in public settings and/or through online platforms. Restricted to students with Year 3 standing. This course is also offered as SOSC-3100. Students may repeat this course for credit if the topics are different.

Appendix B

Students apply this framework for their final reflection. The framework was developed from Kolb & Kolb's P.A.A. (2017). However, the abstract conceptualization (the lower box) is expanded for students to include a student-selected concept from the CA network within the narrative of their experience.



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