

Thriving Together: Experiential, Project-, and Place-Based Learning Contributes to Workforce Development

Brett Grant¹

College of Staten Island/City University of New York

and

Monica S. Torres²

Rutgers University

Abstract: Experiential, project-based, and place-based learning models (EPPLs) are effective, student-centered approaches that connect academic content to real-world contexts. As educators seek methods that increase engagement, deepen understanding, and strengthen career-connected learning, EPPLs have become central to conversations about innovative instructional practice. The benefits of implementing EPPLs in K-college settings include contribution to transferable skill development. EPPLs also honor diverse learners, community contexts, and local resources. Collaboration among colleagues plays a critical role in broadening EPPL impact by leveraging collective expertise, shared experiences, and diverse perspectives, ultimately affecting the overall influence of educational initiatives on student success and workforce readiness.

A recent article in *Inside Higher Ed* (Flaherty, 2026) highlights the renewed momentum behind apprenticeships in the United States, while also acknowledging that similar surges of interest in the past have struggled to become widely implemented. What distinguishes the current moment is not that apprenticeships are new — indeed, as Flaherty notes, they predate the modern university by centuries — but that institutions are reimagining what apprenticeships can be and whom they serve. In doing so, colleges and universities are redefining the relationship between higher education and the workforce, and expanding the pathways through which learners can earn credentials with pecuniary value. Flaherty further situates this shift within broader economic and technological trends, including the rise of artificial intelligence (AI). While some remain skeptical that AI will displace workers at scale in the near term — and question narratives labeling Generation Z as a “tool-belt generation” more interested in learning trades than studying traditional academic disciplines — there is widespread recognition of a persistent shortage of skilled labor. This gap, potentially exacerbated by U.S. immigration policy, has intensified calls to embed work-based learning in programs of study. As a result, both internships and apprenticeships are increasingly viewed as essential components of higher education programs of study because learn as you work opportunities position students to gain practical experience alongside academic coursework. Recent years have seen a renewed emphasis on apprenticeships and work-based learning as strategies designed to meet evolving U.S. labor market demands. Supported by policymakers, higher education institutions, and industry partners, apprenticeship models have expanded beyond traditional skilled trades to include academic fields historically associated with bachelor’s degrees. As adoption of practicum experience into undergraduate study grows, so does confusion around how apprenticeships differ from related approaches such as internships, experiential learning, place-based learning, and project-based learning. At the center of this discussion is a longstanding philosophical question about the purpose of education: whether it should prioritize academic knowledge or primarily prepare for the workforce.

When it comes to liberal and vocational education, an either/or approach rather than a both-

¹ brett.grant@csi.cuny.edu

² torres@dls.rutgers.edu

and approach, has permeated educational policy and led to creation of experiential, project-, and place-based learning models that are often separate from academic content. As highlighted by Flaherty (2026), cultural perceptions — rooted in the historical practice of educational tracking (Oakes, 2005; Oakes and Saunders, 2010) — have contributed to the undervaluing of apprenticeship pathways. Internships are often seen as alternatives for select students rather than viable options for all learners. However, as educators seek methods that increase student engagement, deepen understanding, and strengthen career-connected learning, scholars and practitioners increasingly frame the vocational/academic debate not as an either/or choice but as a both-and opportunity. Switzerland, for instance, has developed flexible systems that allow movement between academic and vocational pathways, yielding strong educational outcomes by combining theoretical knowledge with practical experience. U.S. educational leaders emphasize that integrating apprenticeships onto programs of study reflects an *abundance mindset* enhancing rather than diminishing traditional higher education. As a contribution to the both-and understanding of the relation between liberal and vocational education, we discuss experiential, project-, and place-based learning (EPPL) models as a strategy that acknowledges the significance of apprenticeships without separating them from academic study. Other benefits of implementing EPPL models, from K to college, include contributions to workforce readiness and transferable skill development. EPPLs also honor diverse learners, community contexts, and local resources. Collaboration among colleagues on EPPL projects can help strengthen the educational impact — both intellectual and economic — of experiences had during study in schools.

Benefits of EPPLs

Experiential learning engages students in real-world activities then asks them to examine those experiences to gain deeper understanding than passive reception of information can provide. Like experiential learning, Minero (2016) notes that place-based learning engages students “learning by doing” in their community in an effort to get students to build inquiry and communication skill, to learn how to interact with their environment, to gain a deeper sense of themselves and where they are in the world. Additionally, place-based learning is an immersive process of study that “places students in local heritage, cultures, landscapes, opportunities and experiences, and uses these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum” (Getting Smart, n.d.). Place-based education, furthermore, enables personalized learning by giving students voice and choice in determining what, how, when and where they learn by tailoring learning to each student’s strengths, needs, and interests to support attainment of high academic standards. Place-based study situates local community as meaningful context for learning, identity-building, and civic agency (Sobel, 2004). Place-based learning often incorporates the “Project Method,” popularized by John Dewey’s student, William Heard Kilpatrick (1918), and, to an extent, Maria Montessori (1912), who argued children learn best through firsthand, self-directed activities in a prepared environment that fosters independence and taps into natural curiosity (Brühlmeier, 2010).

EPPL learning experiences offer many benefits, including (1) learning grounded in local communities and contexts; (2) student-centered and personalized learning; (3) learning that is relevant and engaging; (4) social-emotional learning; (5) inquiry-based learning; (6) learning through ecological, political, economic and social lenses; (7) autonomous learning that strengthens motivation and persistence; (8) interdisciplinary learning; (9) learning that encourages design-thinking; (10) learning that serves as a model for understanding global

challenges, opportunities and connections; and (11) learning that situates communities as ecosystems for schools where local and regional experts, experiences, and environments are part of the expanded definition of classrooms. EPPL models can also help students apply core curricular content they acquire through inquiry, internships, service-learning, and entrepreneurial innovation. Through EPPL, students directly engage with the relevance of their own learning, making sense of academic content by developing their skill in critical thinking, communication, collaboration, and creativity. As one school leader explains, “Students and educators are often engaged in project-based and place-based learning experiences that leverage partnerships and community assets to make learning authentic and meaningful” (Getting Smart, n. d., n. p.).

As described in Table 1, what various forms of EPPL all have in common is an education of the head, hands, and heart. One of the original theorists of head-hands-heart education was Johann Heinrich Pestalozzi (n.d.), a Swiss reformer, who emphasized balancing intellectual (head), moral/emotional (heart), and practical/physical (hands) development of the whole child. His work influenced educators such as Dewey (1938), Maria Montessori (1912), and Rudolph Steiner (2013/1919). An education of the head, hands, and heart was also utilized by Booker T. Washington (1903) and George Washington Carver (2017/1987) as the primary educational philosophy at Tuskegee Normal Institute, which later became Tuskegee University. At Tuskegee, EPPL was utilized to emphasize the important role education played in addressing both academic and community needs (Brühlmeier, 2010). By using local environment as an integrating context, EPPL models use a school’s surroundings and community as a framework within which students can construct their own learning, guided by teachers and administrators working to connect curriculum to Common Core and/or relevant State standards (Getting Smart, n. d., n. p.; Minero, 2016). With EPPL, learning can happen anytime, anywhere — in cities, in parks, in one’s hometown, on a field trip, in a rural village, in one’s backyard, in one’s school, in museums, and so on (Getting Smart, n. d., n. p.).

Learning Model	Key Characteristics	Engagement Method	Primary Skills Developed
Experiential Learning	Hands-on, reflective learning	Direct action and reflection	Critical thinking, problem-solving, professional readiness
Project-Based Learning	Long-term projects, real-world problems	Sustained inquiry and collaboration	Technical skills, teamwork, project management, communication
Place-Based Learning	Community and environmental connection	Local engagement and participation	Community involvement, environmental awareness, pro-environmental behaviors

Table 1: Experiential, Place-based, and Project-based (EPPL) Learning Models

EPPL Challenges

When discussing the challenges of experiential, project, and place-based learning the relationship between EPPL and apprenticeships becomes evident. Even in pre-pandemic times, EPPL had its logistical challenges, and now, with additional layers around health, social distancing, equity, and access, experiential learning can sometimes feel daunting (National

Geographic Education Staff, 2024). By now, it is common to hear that the widening “experience gap” (Flaherty, 2025) for entry-level workers in the age of Artificial Intelligence (AI) will force apprenticeship expansion. Unemployment and underemployment for college graduates will likely increase because of AI, and that will elevate apprenticeship education “out of the morass of workforce ‘train-and-pray’ that it’s been stuck in for the last few decades” (Flaherty, 2026, n.p.). Flaherty also acknowledges a huge skilled labor shortage and a growing imperative for higher education to plant work-based learning along every pedagogical program pathway.

Another EPPL challenge is confusion about terminology: What’s the difference between an internship and an apprenticeship, for example? Two main difference are time commitment and educational focus. Internships are typically a small part of a student’s larger educational experience, and not the focus of their extended education. Thus, internships tend to last a summer or a semester. Apprenticeships, by contrast, can last from two to four years and provide learners with extensive practice in their field of study (Flaherty, 2026). In addition, note that apprenticeships range across a continuum from work-based to academic-based. Failure to recognize the work-academic continuum helps explain why some stigma attaches to apprenticeships for some cultures and classes of people. Flaherty quotes Annelies Goger of Brookings Metro, a think tank and policy center devoted to community improvement as saying: “We have this legacy of tracking, and this legacy of saying that it’s other people’s kids who do apprenticeship, right? It’s not my kid. I want my kid to go to Harvard.” The sentiment described by Goger fails to understand that apprenticeships, both work-based and academic-based, may be had at Harvard and, as Flaherty notes, bias against apprenticeships ignores both the evidence of strong learning outcomes for apprentices including increased facility to learn developed by allowing students to move between vocational and academic elements in a program of study. In discussing the history of the American high school Crowson et al (2000, p. 241) note the trend of “quiet reform” that “offers, at last, a solution to the constraining historical dualism between academic and vocational training.” But in the same breath they add that this quiet revolution “...remains heavily threatened by our nation’s reputation for low-quality vocational education and by some long-unresolved tensions with regard to social mobility and political control.”

To illustrate standard, dichotomous thinking about vocational and academic education, Crowson and co-authors (2000, p. 245) discuss arguments between Booker T. Washington and W. E. B. Du Bois, At no point has the heat around the issue of the relation between school and work been greater than in the famous Washington-Du Bois debate — also, despite some recent revisionism (Spring, 1990), long a symbol of limits on the opportunities available to and the talents of African Americans. Although both men’s positions are nuanced beyond total opposition to one another, history has put Washington (1903) on the side of vocational education and Du Bois (1903) on the side of academic learning or liberal education. Du Bois faulted Washington’s education strategy for its lack of academic merit and political value. Giani (2019, p. 1002) summarizes Du Bois’ point writing, “Vocational education has historically been viewed as a mechanism for reinforcing social stratification by channeling underrepresented students into pathways with limited educational and economic benefits.” In summary of Washington’s thinking, Crowson et al. (2000, p. 241) argue that “valuable opportunities for improvement in job preparation are at hand in an increased national interest in economic development.” Equally in Washington’s day and ours, America’s schools should be the places to explore school to job opportunities. Clearly, the longevity of the debate demonstrates the need for additional theorizing about what Olson (1997) called “The School-to-Work Revolution.” But the Du Bois-Washington debate serves as a reminder that the difficult historical relationship between vocational education

and academic education serves as an unflattering, because distorting, backdrop against which most see EPPL. This poses a significant theoretical challenge to EPPL and makes many reluctant to give due consideration to implementation of EPPL in their own educational environments.

But implementation of EPPL in any environment faces common operational challenges. Because EPPL makes high resource and time demands and has difficulty in scaling and evaluation via standardizing assessments, EPPL commonly meets resistance from educators who favor more traditional methods of learning. EPPL often requires the teacher to become a facilitator, and as Haysbert (2020) notes, teachers may feel uncomfortable moving from a direct instruction role to a facilitator role, fearing a loss of control or a chaotic classroom. Some have argued that EPPL can often focus on fun over learning and that EPPL projects can often turn into superficial activities that look good, or feel good, but lack deep intellectual rigor or knowledge-construction (McKay, 2017). Without clear objectives, EPPL can sometimes feel disorganized, making it harder for students to grasp key lessons and takeaways. Difficulty in curriculum alignment can also be a challenge for EPPL. Poorly designed projects can lose focus on core academic standards, focusing instead on project activities that have little to no connection with curriculum. Moreover, EPPL puts stress on existing curriculum schedules. Much more time-consuming than traditional lecturing methods, the kinds of firsthand projects, field trips, and internships often associated with EPPL also typically require significant funding, specialized materials, and logistical planning for events outside the school or classroom. Additional challenges of EPPL include safety management as EPPL often involves working with machinery, in labs, or off-site, introducing physical risks that require careful supervision. There are also challenges with regard to student access. Without careful management, some students may have fewer opportunities to participate, resulting in unequal learning outcomes. (Muday, 2025). Outside-of-school challenges include finding partners. Building partnerships for EPPL projects or internships requires establishing and maintaining relationships with organizations and companies outside regular educational circles, a sometimes lengthy and difficult process (Obermiller, n. d.). However, despite all these difficulties EPPL may still be worth using.

EPPL Ancillaries: Workforce Readiness, Community Contexts, Local Resources

Today's educational *Zeitgeist* includes a growing emphasis on aligning learning experiences with workforce preparation to address skill gaps and prepare students for an increasingly dynamic job market. Employers argue that self-directed, life-long learning enables employees to pivot careers and stay relevant in an ever-changing job market in a fluid economy (National Research Council, 2012). According to the 2025 job outlook report of the National Association of Colleges and Employers (NACE), skill-based hiring continues to gain momentum with 70% of employers reporting its use — an increase from 65% the previous year — and 71% applying it to at least half of their hiring decisions. The shift towards skill-based hiring expresses a growing emphasis on demonstrated competencies over traditional academic metrics such as GPA. Employers most commonly assess skill during interviews (87%) and resumé screening (65%), while also embedding desired skill-level into job descriptions (81%) and using structured tools, like interview rubrics (58%), to evaluate candidates' skillfulness more objectively. EPPL competencies closely align with the definition of career readiness developed by NACE (2025) who defines career readiness as attainment and demonstration of essential competencies such as communication, teamwork, critical thinking, professionalism, and resilient career- and self-development. Situating learning in experientially rich, authentic, problem-solving contexts supports the development of skill increasingly prioritized by employers in response to rapid

technological and societal change (NACE, 2023). Yet, a notable gap remains, as many students are still unfamiliar with skill-based hiring and may struggle to effectively communicate their competencies in the job market.

EPPL internships and mentorships cultivate cohesive curricular connections between work and school and develop leadership with regard to workforce readiness and transferable skill, such as collaboration and adaptability. From K–higher education, innovative programs are increasingly integrating experiential, project-, and place-based learning approaches to create meaningful and inclusive learning environments. EPPL programs intentionally connect academic content to students’ lived experiences, cultural backgrounds, local communities, and region-specific challenges, recognizing that learning is most impactful when relevant and responsive. Importantly, EPPL approaches also prioritize equity by valuing diverse ways of learning and ensuring that all learners — regardless of background — see themselves reflected in curriculum. Two examples highlight how EPPL programs can be thoughtfully designed to honor diverse learners, strengthen community connections, and effectively capitalize on local resources.

Alta Gracia, Argentina: In 2012, while a graduate research assistant in a teacher education course at the University of Illinois, Urbana-Champaign, Brett spent a summer in Alta Gracia, Argentina with his students. An academic purpose of the trip was to conduct research comparing teacher education programs in Argentina and the United States. A major theme that emerged



Figure 1. Teacher Education Research Project in Alta Gracia, Argentina

from that research was the role of touch between teachers and students. Specifically, as teacher education students coming from the United States, we were particularly observant of and quite frankly taken aback by the openness between students and teachers when it came to touch. Teachers, particularly in the early grades, could be seen affirming student behavior or celebrating student achievement and success by tousling a student’s hair and even hugging students. This was surprising to many of the undergraduate teacher education students who shared that, in their schools in the United States, there were strict policies that forbade them from connecting with students in that way. We all shared how witnessing that kind of connection between students and

teachers made many of us feel a sense of sadness, a sense of longing to be able to connect with our students in that way. Another observation made during our time in Alta Gracia dealt more closely with experiential education, project-based learning and place-based learning (EPPL). We saw the same sense of connection and care exhibited in Alta Garcia's academic work.

Elementary-aged students were studying native and indigenous plants within the vicinity of the school. When we walked into the classroom, each desk had a plant laying on top of it with a detailed list of its medicinal and nutritional properties next to the plant. Additionally, each student stood by their desk and described to us the kind of plant it was and where it was found

The experience of learning from student-experts was profound for the teacher education students and especially for me. When I listened to the students explain what they had learned from studying plants in their own communities and saw the excitement in their eyes as they talked about the kinds of projects they wanted to conduct to explore the medicinal and nutritional benefits of the plants, I knew that this was the kind of learning that I had always dreamed of doing. It was Dewey (firsthand experience) mixed with Booker T. Washington and George Washington Carver (use of community resources) and W.E.B. Du Bois (study of theoretical properties of plants) all wrapped into one experience. More than anything, the energy in the room that day was palpable. For some reason, we all ended up jumping up and down as high as we could and dancing with each other in circles. I do not remember the exact reason for this. I just remember the joy we all expressed, including the teacher education students from the United States. It was like we had all witnessed a new kind of learning and we did not want it to stop. You can see the energy we all shared that day in Figure 2, a snapshot of an unforgettable, educational experience.



Figure 2. Celebrating with Alta Garcia Elementary Students after Class Presentations on Local/Native Plants

Experiential Learning at Rutgers University: Experiential learning is incorporated into a 100-level Biology course through a field trip managed by Monica to the Raritan River, where students engage directly in environmental data collection to support their semester-long water-quality research projects. Experiential learning emphasizes learning by doing, and during this activity, students personally collect water samples, record environmental observations, and discuss potential indicators of ecosystem health (Figure 3 – next page). Firsthand experience as eco-researchers allows students to connect classroom concepts with real-world environmental

challenges while practicing scientific methods in an authentic field setting. Through the process



Figure 3. Firsthand Study of the Lower Raritan River Ecosystem, New Brunswick, NJ, USA

of collecting samples, analyzing water quality parameters, and interpreting results over the course of the semester, students develop critical thinking and problem-solving skill. EPPL increases student engagement because fieldwork and real-world investigations allow students to operate in and upon the world as they study it. EPPL provides a much more interactive and meaningful approach to schooling than mere presentation of information characteristic of traditional instruction, which requires students only to reflect upon what they hear or read about in school. Learning to test ideas for validity and reliability is how experiential learning contributes to professional readiness, helping students build foundational research technique, teamwork, and environmental analysis skill valued in scientific and environmental careers.



Figure 4: Collecting Water Samples (left) and Eco-data (right) at Passion Puddle on the Lower Raritan River

Collaboration Can Help Broaden EPPL Impact

While examples discussed above feature educators working alone in a specific field of inquiry, collaboration among colleagues plays a critical role in broadening EPPL's impact by leveraging collective expertise, shared experiences, and diverse perspectives. Especially when educators work together across disciplines, programs, or institutions, they can co-develop more robust and inclusive learning experiences, align methodological strategies, and extend successful practices beyond a single class. Collaboration also enables sharing of resources, assessment approaches, and evidence of impact, strengthening both implementation of curriculum and sustainability of study. Through ongoing dialogue/reflection, colleagues can refine instruction to respond more effectively to student and community needs. Ultimately, these partnerships amplify reach, deepen innovation, and enhance the overall influence of educational experiences on student success and development workforce readiness. In broadening EPPL's impact, the goal is to create a portfolio of EPPL activities and projects across multiple sites that achieve three objectives: (a) Academic Literacy; (b) Ecological Literacy; and (c) Lifelong Optimal Learning. All three components of broadening EPPL's impact — academic literacy, ecological literacy, and lifelong optimal learning — are measured by the autonomy and the ability of teachers to create projects for curricular engagement that align with and honor the cultures, histories, interests, and experiences of the people, places, and institutions they serve (Haysbert, 2020).

Academic Literacy: Academic literacy consists of the knowledge and skill necessary to understand and participate in critical, problem-solving, academic discourse and includes information literacy (finding and evaluating sources), writing (clear expression of ideas), oral communication (transforming ideas into presentations), computing (use of digital technology to analyze data), and digital citizenship (safely enacting online know-how). Skill in all aspects of academic literacy is required to successfully navigate the world we live in today. Academic literacy is shaped by institutional goals for student learning as well as social forces such as power and privilege, poverty and exclusion. Academic literacies can be seen as embodied practices that enable students to participate in academic communities and shape their sense of intellectual self-esteem (Academic Literacy - QUADC, n.d.)). Another way to think about academic literacy is as an education of the head.

Ecological Literacy: Ecological Literacy encompasses an understanding of how individuals and societies interact with each other and with the natural world, with particular attention to how these interactions can be conducted sustainably. Also known as eco-literacy, green literacy, environmental literacy, and sustainability literacy, ecological literacy includes awareness of the interconnectedness of life and understanding of the world as a physical system. "An ecologically literate individual understands ecosystems, sustainability, and environmental issues through cause-and-effect relationships" (American Library Association, n.d.). Another way to think about ecological literacy is as an education of the hands.

Lifelong Optimal Learning: Lastly, lifelong optimal learning attempts to expand the notion of lifelong learning by positing an aesthetic, if not a moral, obligation to learn. To practice optimal learning, lifelong learners are enjoined to find the beauty in people and their histories, homelands and cultures; to describe and assess social consequences of pursuit of personal interests; and, of greatest moral importance, to construct learning experiences that bring beauty into the world (Haysbert, 2020). Another way to think about lifelong optimal learning is as an education of the heart. By supporting academic and ecological literacy and facilitating lifelong optimal learning, EPPL enacts all three aspects — hands, head, heart — of Pestalozzian holistic education.

References

- Academic literacy. (n.d.). *QUADC*. <https://www.quadc.io/glossary/academic-literacy/>
- American Library Association. (n.d.). *Keeping up with... eco-literacy*.
https://www.ala.org/acrl/publications/keeping_up_with/ecoliteracy
- Brookings Institution. (2021). *An apprenticeship FAQ: What employers need to know about talent development*. <https://www.brookings.edu/articles/an-apprenticeship-faq-what-employers-need-to-know-about-talent-development/>
- Brühlmeier, A. (2010). *Head, heart and hand: Education in the spirit of Pestalozzi* (M. Mitchell, Trans.). Open Book Publishers/Sophia Books.
- Carver, G. W. (2017/1987). George Washington Carver: In his own words. 2nd edition. (G. R. Kremer, ed.) University of Missouri.
- Crowson, R. L., Wong, K. K., & Aypay, A. (2000). The quiet reform in American education: Policy issues and conceptual challenges in the school-to-work transition. *Educational Policy*, 14(2), 241–258. <https://journals.sagepub.com/doi/pdf/10.1177/0895904800014002003>
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Du Bois, W. E. B. (1903). The talented tenth. In B. T. Washington (Ed.), *The Negro problem* (pp. 7-234). James Pott & Company.
http://moses.law.umn.edu/darrow/documents/The_Negro_Problem_1903.pdf
- Falling behind: How skills shortages threaten future jobs. (2025, September 15). *CEW Georgetown*. <https://cew.georgetown.edu/cew-reports/skills-shortages/>
- Federal Reserve Bank of Philadelphia. (2022). *Investing in skills: How apprenticeships are growing*.
- Flaherty, C. (2025, November 18). College students want work-based learning experiences. *Inside Higher Ed*.
- Flaherty, C. (2026, February 17). Why higher ed is leaning into apprenticeships. *Inside Higher Ed*.
- Getting Smart & Teton Science Schools. (n.d.). *What is place-based education, and why does it matter?* <https://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter-3.pdf> [1]
- Giani, M. S. (2019). Does vocational still imply tracking? Examining the evolution of career and technical education curricular policy in Texas. *Educational Policy*, 33(7), 1002–1046.
<https://journals.sagepub.com/doi/pdf/10.1177/0895904817745375>
- Gallup, A. (2024). What we know about registered apprenticeship: A systematic review and synthesis of 30 years of empirical research. *Economic Development Quarterly*, 38(1), 25–39.
- Haysbert, B. A. (2020). *Liberating teaching and learning: Turn it upside down and watch African Americans (all learners) soar!*. Learning to Read Our Way (LTROW).
- Kilpatrick, W. H. (1918). The project method: The use of the purposeful act in the educative process. *Teachers College Record*, 19(4), 319–335.
- McKay, F. (2017, October 25). 5 PBL pitfalls to avoid. *Edutopia*.
<https://www.edutopia.org/article/5-pbl-pitfalls-avoid/>
- Minero, E. (2016, April 19). Place-based learning: A multifaceted approach. *Edutopia*.
<https://www.edutopia.org/practice/place-based-learning-connecting-kids-their-community>
- Montessori, M. (1912). *The Montessori method*. 2nd edition. (Anne E. George, Trans.) Frederick A. Stokes Company.
- Muday, J. (2025, November 5). The road to experiential learning. *Instructional Technology Group*. <https://itg.wfu.edu/2024/02/experiential-learning/>
- National Geographic Education Staff. (2024, November 19). Place-based learning: Exploring and

- unpacking the world from anywhere. *National Geographic Education Blog*.
<https://blog.education.nationalgeographic.org/2020/07/30/place-based-learning-exploring-and-unpacking-the-world-from-anywhere/>
- National Research Council. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. The National Academies Press.
<https://doi.org/10.17226/13398>
- National Association of Colleges and Employers. (2023). *Career readiness competencies*.
<https://www.naceweb.org>
- National Association of Colleges and Employers. (2025). *Job outlook 2026*.
<https://www.naceweb.org>
- Oakes, J. (2005). *Keeping track: How schools structure inequality* (2nd edition). Yale University Press.
- Oakes, J., & Saunders, M. (Eds.). (2010). *Beyond tracking: Multiple pathways to college, career, and civic participation* (2nd edition). Harvard University Press.
- Obermiller, A. (n.d.). *Benefits and challenges of experiential learning*. CapSource.
<https://capsource.io/benefits-and-challenges/>
- Olson, L. (1997). *The school-to-work revolution*. Addison-Wesley.
- Pestalozzi, J. H. (n.d.). Pestalozzi International [Website].
<https://www.pestalozzi.international/pestalozzi/jh-pestalozzi>
- Sobel, D. (2004). Place-based education: Connecting classroom and community. *Nature & Listening*, 4(1), 1–7.
- Steiner, R. (2013/1919). *An introduction to Waldorf education and other essays*. Start Publishing.
- Washington, B. T. (1903). *The negro problem: A series of articles by representative American negroes of today*. James Pott & Company.
http://moses.law.umn.edu/darrow/documents/The_Negro_Problem_1903.pdf