

2024

Ademuyiwa, I., Drewery, D., & Fannon, A.-M. (2024). Can a work-readiness program mitigate unemployment scarring: the case of a co-operative education job market. *Studies in Higher Education*, 1–14.

<https://doi.org/10.1080/03075079.2024.2406391>

Hauglid, B. B., Hains-Wesson, R., & Fannon, A. (2024, March 5) Embracing Systemic Literature Reviews in Education Research: A Path to Rigorous Discovery. *Elon University – Centre for Engaged Learning Blog*. <https://www.centerforengagedlearning.org/embracing-systematic-literature-reviews-in-education-research-a-path-to-rigorous-discovery>

Khan, T. H., Drewery, D., Ademuyiwa, I., Fannon, A., & Phillips-Davis, C. (2024). An investigation of barriers experience by students from equity-deserving groups in a Canadian co-op program. *International Journal of Work-Integrated Learning*, 25(1), 51–65

Knapp, K., Fannon, A.-M., Xing, I., Radman, M., & Pretti, T. J. (2024). Building pedagogical partnerships: Exploring an innovative work-integrated learning initiative [Review of *Building pedagogical partnerships: Exploring an innovative work-integrated learning initiative*]. *International Journal for Students as Partners*, 8(2), 1–20. <https://mulpress.mcmaster.ca/ijsap/article/view/5637/4742>

Pretti, T.J. & Drewery, D. (2024, January, 1). Reversing Un(der)employment with Skills Development in the WE Accelerate Program. *Higher Education Quality Council of Ontario*. <https://heqco.ca/wp-content/uploads/2024/01/University-of-Waterloo-Reversing-Underemployment-with-Skills-Development-in-the-WE-Accelerate-Program.pdf>

2023

Ademuyiwa, I., Drewery, D., Eady, M. J., & Fannon, A. (2023). Work experience reduces a gender-based gap in time on tasks with supervisors in co-operative education. *International Journal of Work-Integrated Learning*, 24(3), 293–303

Ademuyiwa, I., Drewery, D., & Fannon, A. (2023). Reversing un(der)employment: assessing the effectiveness of a novel work-integrated learning program. In K. E. Zegwaard, J. Fleming, & M. Eady (Eds.), *Refereed*

Proceedings of the 23rd WACE World Conference on Cooperative and Work-Integrated Education, 2023, University of Waterloo, Ontario, Canada (pp.1–6). WACE Inc.

Drewery, D., & Flatt, A. (2023). How Career Development Professionals Can Close the Gap Between Human Resources and Gen Z: The Creation of Sustainable Relationships. In Beke, J., Brown, J.L., Clark-Ambrosini, J., Clarke, K., Creed, A., Fellows, I., Grabarski, M.K., Henderson, S.E., Hughes, H.P.N., Jackson, K., Jakubik, M., Joshy, L.N., Lang, J., Mohandas, N.P., Mouratidou, M., Paul Vicent, M.T., Paulas, J., Petruzzello, G., ... Szabo, R. (Eds). *Handbook of Research on Sustainable Career Ecosystems for University Students and Graduates* (pp.195–213). IGI Global.

Drewery, D., & Pretti, T.J. (2023). How approaches to learning explain lifelong learners' successful work adjustment. *International Journal of Work-Integrated Learning*, 24(3), 359–370

Drewery, D., Truong, M., & Fannon, A. (2023). Gen Z students' work-integrated learning experiences and work values. *Higher Education, Skills and Work-Based Learning, Vol. 13 No. 5*, pp. 1023–1036). Emerald Publishing Limited.

Fannon, A.-M. (2023). The practice of co-operative education. In K. E. Zegwaard & T. J. Pretti (Eds.), *The Routledge International Handbook of Work-Integrated Learning* (p. 16). Routledge.
<https://doi.org/10.4324/9781003156420>

Hains-Wesson, R., Fannon, A., & Brekke Hauglid, B. (2023). Having fun: Navigating an international research seminar in work-integrated learning. In K. E. Zegwaard, J. Fleming, & M. Eady (Eds.), *Refereed Proceedings of the 23rd WACE World Conference on Cooperative and Work-Integrated Education, 2023, University of Waterloo, Ontario, Canada* (pp. 26–32). WACE Inc.

Knapp, K., Xing, I., & Drewery, D. (2023). Implications of remote work for co-operative education students' workplace friendships. *International Journal of Work-Integrated Learning*, 24(3), 505–521

Truong, M., Drewery, D., & Fannon, A. (2023). What Gen Z views as ideal jobs and employers: Generalizations and nuances in the voices of 2,000 university co-op students. In K. E. Zegwaard, J. Fleming, & M. Eady (Eds.), *Refereed Proceedings of the 23rd WACE World Conference on Cooperative and Work-Integrated Education, 2023, University of Waterloo, Ontario, Canada* (pp. 66–71). WACE Inc.

2022

- Drewery, D., & Knapp, K. (2022). Workplace Friendships and Organizational Commitment in a Remote Work Setting. In T. Judene. Pretti, J. Fleming, & K. E. Zegwaard (Eds.), *Refereed Proceedings of the 4th WACE International Research Symposium on Cooperative and Work-Integrated Education, 2022, Kanazawa Institute of Technology, Japan* (pp. 31–36). WACE Inc.
- Drewery, D., Pretti, T. J., & Fannon, A.-M. (2022). Extending our understanding of work experience quality: The LIRN model . In T. Judene. Pretti, J. Fleming, & K. E. Zegwaard (Eds.), *Refereed Proceedings of the 4th WACE International Research Symposium on Cooperative and Work-Integrated Education, 2022, Kanazawa Institute of Technology, Japan* (pp. 37–41). WACE Inc.
- Drewery, D., Woodside, J., & Eppel, K. (2022). Use of an artificial intelligence-based résumé critique product and co-operative education students' job search outcomes. In T. Judene. Pretti, J. Fleming, & K. E. Zegwaard (Eds.), *Refereed Proceedings of the 4th WACE International Research Symposium on Cooperative and Work-Integrated Education, 2022, Kanazawa Institute of Technology, Japan* (pp. 42–46). WACE Inc.
- Prier, A., Fannon, A.-M., Cox, J., & Armitage, S. (2022). Waterloo Experience Accelerate: Exploring a specialized work-integrated learning program and its application to support work-readiness . In T. Judene. Pretti, J. Fleming, & K. E. Zegwaard (Eds.), *Refereed Proceedings of the 4th WACE International Research Symposium on Cooperative and Work-Integrated Education, 2022, Kanazawa Institute of Technology, Japan* (pp. 121–126). WACE Inc.
- Ruskin, J., Fannon, A.-M., Durston, A., & Kundurthi, S. (2022). In Pursuit of WIL: Factors Affecting the Expansion of WIL. *Proceedings of beyond 2022: Creating the Future with WIL*, 70–74.

2021

- Ashcroft, K., Etmanski, B., Fannon, A., & Pretti, T.J. (2021). Microcredentials and work-integrated learning. *International Journal of Work-Integrated Learning*, 22(3), 423–432

Drewery, D., Pretti, J. (2021). Number of work experiences and student employability. Pretti, J., Stirling, A. (Eds). *The Practice of Co-op and Work-Integrated Learning in the Canadian Context* (pp.48-57). CEWIL Canada & WACE.

Drewery, D., & Pretti, T.J. (2021). The building blocks of relevant work experiences. *International Journal of Work-Integrated Learning*, 22(3), 241–251

Surjitsingh Ivkovic, S., & McRae, N. (2021). Improving engagement of interns and employers with the United Nation’s Sustainable Development Goals. *International Journal of Work-Integrated Learning*, 22(3), 345–356

2020

Drewery, D., Pretti, T.J., & Church, D. (2020). Contributions of work-integrated learning programs to organizational talent pipelines: Insights from talent managers. *International Journal of Work-Integrated Learning*, 21(3), 275–288

Drewery, D., Sproule, R., & Pretti, T.J. (2020). Lifelong learning mindset and career success: evidence from the field of accounting and finance. *Higher Education, Skills and Work-Based Learning*, Vol. 10 No. 3, pp. 567–580). <https://doi.org/10.1108/HESWBL-03-2019-0041> Emerald Publishing Limited.

Pretti, T.J., Etmanski, B., & Durston, A. (2020). Remote work-integrated learning experiences: Student perceptions. *International Journal of Work-Integrated Learning*, 21(4), 401–414

Pretti, T.J., Parrott, P., Hoskyn, K., Fannon, A., Church, D., & Arsenault, C. (2020). The role of work-integrated learning in the development of entrepreneurs. *International Journal of Work-Integrated Learning*, 21(4), 451–466

Zegwaard, K., Pretti, T.J., & Rowe, A.D. (2020). Responding to an international crisis: The adaptability of practice of work-integrated learning. *International Journal of Work-Integrated Learning*, 21(4), 317–330

2019

Drewery, D., Church, D., Pretti, T.J. & Nevison, C. (2019). Testing a Model of Co-Op Students' Conversion Intentions. *Canadian Journal of Career Development*, 18(1), 33-44, Retrieved from <https://cjcd-rcdc.ceric.ca/index.php/cjcd/article/view/71>

Drewery, D., Cormier, L.A., Pretti, T.J., & Church, D. (2019). Improving unmatched co-op students' emotional wellbeing: Test of two brief interventions. *International Journal of Work-Integrated Learning*, 20(1), 43–53

Fleming, J. & Pretti, T.J. (2019). The impact of work-integrated learning students on workplace dynamics. *Journal of Hospitality, Leisure, Sport & Tourism Education*, Volume 25, <https://doi.org/10.1016/j.jhlste.2019.100209>

Pretti, T.J. (2019). *A Systems Approach to Examining Co-operative Education: A Case Study*. [Doctoral dissertation, University of Waterloo]. <http://hdl.handle.net/10012/14966>

Mallozzi, M. & Drewery, D. (2019). Creating inclusive co-op workplaces: Insights from LGBTQ+ students. *International Journal of Work-Integrated Learning*, 20(3), 219–228

Zegwaard, K., Johansson, K., Kay, J., McRae, N., Ferns, S., & Hoskyn, K. (2019). Professional development needs of the international work-integrated learning community. *International Journal of Work-Integrated Learning*, 20(2), 201–217

2018

Chopra, S., Golab, L., Pretti, T.T., & Toulis, A. (2018). Using data mining methods for research in co-operative education. *International Journal of Work-Integrated Learning*, 19(4), 321–335

Fleming, J., McLachlan, K., & Pretti, T.J. (2018). Successful work-integrated learning relationships: A framework for sustainability. *International Journal of Work-Integrated Learning*, 19(3), 297–310

Pretti, T.J. & Fannon, A. (2018). Skills articulation and work-integrated learning. In F. Deller, J. Pichette, & E.K. Watkins (Eds.), *Driving Academic Quality: Lessons from Ontario's Skills Assessment Projects* (pp. 107-121) Higher Education Quality Council of Ontario. https://heqco.ca/wp-content/uploads/2020/04/Driving-Academic-Quality_10_FINAL.pdf

2017

Drewery, D., Nevison, C., Pretti, T. J., & Pennaforte, A. (2017). Lifelong learning characteristics, adjustment and extra-role performance in cooperative education. *Journal of Education and Work*, 30(3), 299–313.

<https://doi.org/10.1080/13639080.2016.1181728>

Nevison, C., Drewery, D., Pretti, T.J., & Cormier, L. (2017) Using learning environments to create meaningful work for co-op students. *Higher Education Research & Development*, 36(4), 807-822.

<https://doi.org/10.1080/07294360.2016.1229268>

Zegwaard, K.E., Campbell, M. and Pretti, T.J. (2017), "Professional Identities and Ethics: The Role of Work-Integrated Learning in Developing Agentic Professionals", *Work-Integrated Learning in the 21st Century (International Perspectives on Education and Society, Vol. 32)*, Emerald Publishing Limited, Leeds, pp. 145-160. <https://doi.org/10.1108/S1479-367920170000032009>

2016

Drewery, D., Nevison, C. and Pretti, T.J. (2016), "The influence of cooperative education and reflection upon previous work experiences on university graduates' vocational self-concept", *Education + Training*, Vol. 58 No. 2, pp. 179-192. <https://doi.org/10.1108/ET-06-2015-0042>

Drewery, D., Pretti, T.J., & Barclay, S. (2016). Examining the effects of perceived relevance and work-related subjective well-being on individual performance for co-op students. *Asia-Pacific Journal of Cooperative Education*, 17(1), 119–134

Nevison, C., & Pretti, T.J. (2016). Exploring cooperative education students' performance and success: A case study. *Asia-Pacific Journal of Cooperative Education*, 17(3), 325–335

Pennaforte, A., Drysdale, M. & Pretti, T.J. (2016). Building multi-target commitment through work-integrated learning: The roles of proactive socialization behaviours and organizational socialization domains. *Revue de gestion des ressources humaines*, 102, 59-73. <https://doi.org/10.3917/grhu.102.0059>

Publications

View our full [APA reference list](#) of all publications.

- Search our [Work-Integrated Learning Community Support & Research Portal](#) for research contributions from the international co-operative education and work-integrated learning community.

Expand All

Collapse All