

Selected Publications on Experiential Learning

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Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education, 1*, 25–48.

Applied learning pedagogies—including service-learning, internships/practica, study abroad, and undergraduate research—have in common both the potential for significant student learning and the challenges of facilitating and assessing that learning, often in non-traditional ways that involve experiential strategies outside the classroom as well as individualized outcomes. Critical reflection oriented toward well-articulated learning outcomes is key to generating, deepening, and documenting student learning. The authors of this article consider the meaning of critical reflection and principles of good practice for designing it effectively. They present a research-grounded, flexible model for integrating critical reflection and assessment.

Austin, M. J., & Rust, D. Z. (2015). Developing an experiential learning program: Milestones and challenges. *International Journal of Teaching and Learning in Higher Education, 27*(1), 143–153.

College and University faculty members have increasingly adopted experiential learning teaching methods that are designed to engage students in the learning process. Experiential learning is simply defined as “hands-on” learning and may involve any of the following activities: service-learning, applied learning in the discipline, co-operative education, internships, study abroad, and experimental activities. This paper includes a general discussion of the organizational and assessment activities that were required to implement the Experiential Learning Scholars Program at a large public university.

Beckem, J. M., & Watkins, M. (2012). Bringing life to learning: Immersive experiential learning simulations for online and blended courses. *Journal of Asynchronous Learning Networks, 16*(5), 61–71.

Higher education institutions are under significant pressure to provide affordable, sustainable approaches that will prepare their students with the skills they will need after graduation to achieve success in the 21st century workplace. Digital Media Simulations are among the new technologies that have emerged with the promise to help institutions better prepare students by providing them with valuable experiential learning opportunities that are easily scalable, reusable, and uniquely suited to enable instructors to assess students while simultaneously providing them with authentic student-centered learning journeys that increase student engagement. This paper shares data from one Digital Media Simulation episode piloted by two cohorts of undergraduate business students at the State University of New York (SUNY), Empire State College. Results from this pilot demonstrate that Digital Media Simulations effectively increased student engagement and promoted deeper learning.

Benander, R. (2009). Experiential learning in the scholarship of teaching and learning. *Journal of the Scholarship of Teaching and Learning*, 9(2), 36–41.

Experiential learning requires making meaning from direct experience. Used in workplace training (Silberman, 2007), experiential learning is the theoretical foundation for all practicum and co-op program learning. Supported by findings on expert/novice learning styles (Boshuizen, Bromme, & Gruber, 2004), this essay reflects on the practice of experiential learning as a mode of inquiry in the scholarship of teaching and learning. When expert teachers experiment with becoming novice learners, or when professors become students, they can come to personal, enduring insights about the experience of teaching and learning.

Boggs, J. G., Mickel, A. E., & Holtom, B. C. (2007). Experiential learning through interactive drama: An alternative to student role plays. *Journal of Management Education*, 31(6), 832–858.

This article introduces interactive drama as an alternative to student role-plays. Interactive drama increases student engagement and explores complex issues in management. It features scenes from organizational life being performed live by trained actors before a student audience, stopping at pivotal points so the audience can interact with the actors. These sessions result in highly energized students wanting to participate in lively discussions. Because the vivid scenes are so memorable, the students are able later to connect them effectively to management theory or their own experiences in reflective journals or other written assessments. After describing why instructors should consider using interactive drama, the article explains how to use it in the management classroom and concludes by providing five detailed examples of interactive drama scenes.

Breunig, M. (2005). Experiential education and its potential as a vehicle for social change. *Exchange Extra*, 4, 1–15.

The author's discussion of both the philosophy of experiential education and its modern-day principles and practices shows that experiential education is rooted in the educational ideal of social change. This paper provides an overview of some of these principles and practices. The purpose of this overview is, in essence, for the reader to review and then independently examine how well experiential educators are doing at fulfilling the intended aim of social change.

Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service learning: Making meaning of experience. *Campus Compact*, 113–119.

The authors discuss reflection activities in service-learning, which are a critical component because they connect the service activities to the course content, extending the educational agenda beyond rote learning. They describe the different types of reflection, such as journals, experiential research papers, ethical case studies, directed readings, class presentations, and electronic reflection. And they present criteria for assessing levels of reflection and discuss the consequences of reflection.

Cantor, J. A. (1997). Experiential learning in higher education: Linking classroom and community. *ERIC Digest*. Retrieved from http://cet.usc.edu/oldcet/resources/teaching_learning/docs/experientiallearning.pdf

This review of the literature focuses on experiential learning in higher education. This review is, in fact timely, as there is renewed academic interest in experiential learning. While the literature suggests that experiential learning is a necessary and vital component of formal instruction in

colleges and universities, controversy nevertheless exists among scholars and educators about its place and use. This literature review provides the academic community with an understanding of the current state-of-the-art practices in experiential learning, with suggestions for program design and development and operation.

Caulfield, J., & Woods, T. (2013). Experiential learning: Exploring its long-term impact on socially responsible behavior. *Journal of the Scholarship of Teaching and Learning*, 13(2), 31–48.

Today's students are exposed to world events that require considerable cross-cultural understanding and recognition that education is far more than learning facts about specific disciplines and diverse groups while sitting in a classroom. For the past several decades, research in education has repeatedly demonstrated that adults learn effectively through experience. However, does experiential learning, when designed specifically to heighten awareness of a significant social problem, evoke socially responsible behavior specific to that problem in the long run? Employing a qualitative longitudinal research design involving 25 graduate students as participants, this study explored that question. Findings indicated that 94.7% of participants who reported a high-impact learning experience when participating in experiential learning while enrolled in a graduate class also reported engaging in socially responsible behavior because of that learning experience. In some instances, the socially responsible behavior continued for as long as three years after the class had ended.

DiConti, V. D. (2004). Experiential education in a knowledge-based economy: Is it time to reexamine the liberal arts? *The Journal of General Education*, 53(3-4).

During the twenty-first century, the workplace has changed more dramatically than perhaps at any other time in the history of the United States. Today, the ability to create new knowledge is quickly supplanting the importance of manufacturing goods and services. One current issue is the increasing need for an educated workforce that can meet the demands of a changing economic order. Education is now a vigorously monitored and carefully assessed investment by a variety of sources, including students and parents. Undergraduate students are trying to make a connection between subject and content in the educational marketplace. Today, what students seem to value most is the ability to translate their undergraduate education into better employment prospects.

Estes, C. A. (2004). Promoting student-centered learning in experiential education. *Journal of Experiential Education*, 27(2), 141–160.

Experiential educators claim to value student-centered learning; yet the values, as evidenced in practice, are often teacher-centered. The purpose of this article is to increase awareness of the inconsistencies between espoused values and values in practice affecting teacher and student power relationships during the facilitation of experiential programs. The literature review includes related philosophical topics, a summary of what other professionals in the field have written about student-centered facilitation, and an overview of eight generations of facilitation. The author argues that teacher-centered facilitation is problematic in experiential education and justifies increasing the use of student-centered facilitation practices. Suggestions are provided for: (a) establishing forums for dialog about student-centered facilitation, (b) incorporating more student-centered facilitation practices, and (c) considering student-centered learning during program development and facilitator training. The author concludes that the profession's very commitment to integrity necessitates that we, as experiential educators, take action in order to ensure that our programs become more student-centered.

Eyler, J. (2009). The power of experiential education. *Liberal Education*, 95(4), 24–31.

Experiential education, which takes students into the community, helps students both to bridge classroom study and life in the world and to transform inert knowledge into knowledge-in-use. It rests on theories of experiential learning, a process whereby the learner interacts with the world and integrates new learning into old constructs. Experiential education can lead to more powerful academic learning and help students achieve intellectual goals commonly associated with liberal education.

Furco, A. (1996). Service-learning: A balanced approach to experiential education. In Corporation for National Service (Ed.), *Expanding boundaries: Serving and learning* (pp. 2–6). Washington, DC: Corporation for National Service.

Education researchers and practitioners have struggled to determine how to best characterize service-learning. Service-learning connects young people to the community, placing them in challenging situations. One could easily contend that other approaches to experiential education purport to do the same. So then, how is service-learning different from other approaches to experiential education? To represent the distinctions among various types of service programs, a pictorial is offered that presents an experiential education continuum upon which various service programs might lie.

Gentry, J. W. (1990). What is experiential learning? In J. W. Gentry (Ed.), *Guide to business gaming and experiential learning* (pp. 9–20). East Brunswick, NJ: Association for Business Simulation and Experiential Learning & Nichols/GP Publishing. Retrieved from <https://www.wmich.edu/sites/default/files/attachments/u5/2013/WHAT%20IS%20EXPERIENTIAL%20%20LEARNING%3F%20%20.pdf>

It is hard to argue that experience will not lead to learning under the right conditions. However, it will be argued that the resultant learning can be in error unless care is taken to assure that those conditions occur. The purpose of this chapter is to delineate the components of experiential learning so that the necessary conditions for “proper” learning can be specified. While most pedagogies allow students to learn experientially to some extent, an attempt will be made to distinguish those approaches that would be more likely to facilitate experiential learning.

Gold, S. (2001). E-learning: The next wave of experiential learning. *Developments in Business Simulation and Experiential Learning*, 28, 76–79.

Technology is changing the way people communicate and will revolutionize education and training in the 21st century. This paper describes the rapid growth in e-learning and discusses the demand and supply forces creating that growth. One of the most intriguing factors is argued to be its potential for experiential learning in business education through the use of a wide assortment of “free” internet applications. Examples of experiential internet applications in finance are presented.

Judge, L. W., Pierce, D., Peterson, J., Bellar, D., Wanless, E., Gilreath, E. ... Simon, L. (2011). Engaging experiential service learning through a co-curricular club: The Chase Charlie Races. *Journal of Research*, 6(2), 30–38.

The efficacy of the Chase Charlie Races (an experiential learning activity) was demonstrated via program assessment. This was achieved via post-event evaluations of race participants and student club members, and with fitness assessments of 76 elementary students who participated in an eight-week training program. Paired sample t-tests revealed significant differences between the pre-test

(M = 11.9 laps, SD = 7.3) and post-test (M = 21.3 laps, SD = 11.5) scores $t = 9.504$, $p < .001$. Beneficial outcomes from this learning experience were identified for stakeholders including the students, faculty sponsors, the co-curricular club, the university, and the community.

Klein, G. D. (2009). Student disability and experiential education. *The Journal of Effective Teaching*, 9(3), 11–37.

As a significant percentage of students in higher education today have one or more disabilities, it is important for instructors to be aware of what disabilities, and how disabilities, impact student performance. Students with a wide range of disabilities can encounter significant obstacles when experiential instructional methods are implemented assuming that learners are disability-free. This article presents a taxonomy of disabilities and illustrates how experiential instruction can place students with disabilities in situations where they may not do well. The article also evaluates Universal Design, an approach to course design and management that attempts to address a range of student disabilities and learning styles. Finding that this approach does not fully address the problems of the experiential classroom, the author proposes three strategies that increase the likelihood that all students, including those with disabilities, will have satisfying and successful experiences in courses using experiential methods.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193–212.

Drawing on the foundational theories of John Dewey and Kurt Lewin, the authors examine recent developments in theory and research on experiential learning and explore how this work can enhance experiential learning in higher education. They introduce the concept of learning space as a framework for understanding the interface between student learning styles and the institutional learning environment. They illustrate the use of the learning space framework in three case studies of longitudinal institutional development. Finally, they present principles for the enhancement of experiential learning in higher education and suggest how experiential learning can be applied throughout the educational environment by institutional development programs, including longitudinal outcome assessment, curriculum development, student development, and faculty development.

Lamm, A. J., Cannon, K. J., Roberts, T. G., Irani, T. A., Snyder, L. J., Brendemuhl, J., & Rodriguez, M. T. (2011). An exploration of reflection: Expression of learning style in an international experiential learning context. *Journal of Agricultural Education*, 52(3), 122–135.

Experiential learning techniques have been used in agricultural education programs for decades. An essential part of this experiential learning process is reflection. Kolb (1984) stated that “knowledge results from the combination of grasping experience and transforming it” (p. 41) in a process that involves using reflection. Few researchers have tried to understand how learning style affects reflection when experiential learning techniques are employed. Using Kolb’s theory of experiential learning, the researchers explored how adult learners reflected during an experiential learning program in Costa Rica, based on analysis of reflective journals. Participants also completed the Kolb’s learning style inventory to determine individual preferred learning styles. The researchers examined the journals of participants for evidence of their expressed learning style and used content analysis to interpret the categorical thematic expressions of the participants. Results indicated that themes surrounding learning style were evident throughout the journals and varying levels of reflection were discovered. The results of this research imply educators should consider multiple methods of reflection when developing experiential learning programs.

Lewis, L. H., & Williams, C. (1994). Experiential learning: Past and present. *New Directions for Adult and Continuing Education*, 62, 5–16.

During the last decade, experiential learning has moved from the periphery of education to the center. No longer supplemental to the acquisition of content, experiential approaches are considered fundamental to meaningful learning. The authors trace the origins of experiential learning theory. They then examine theories that view experience as the key to meaningful learning and learning as the key to personal development. Giving special attention to higher education and workplace learning, they provide examples of current applications and conclude by examining the benefits and challenges of experiential approaches. Throughout this chapter, they demonstrate ways in which experiential learning theory provides a valuable framework for strengthening the critical linkages that can and must be developed among education, work, and personal development.

Lisko, S. A., & O'Dell, V. (2010). Integration of theory and practice: Experiential learning theory and nursing education. *Teaching with Technology*, 31(2), 106–108.

The increasingly complex role of a nurse requires a much higher level of critical thinking and clinical judgment skills than in the past. Opportunities to provide critical thinking experiences in clinical settings are challenged by various factors, including limited clinical facilities and a shortage of nurse faculty. Alternative methods to provide critical thinking experiences in undergraduate nursing education are required. Kolb's theory of experiential learning is discussed as the foundation for the development of an alternative strategy that uses moderate-fidelity manikins. The strategy involved scenario-based performance of selected nursing skills in order to evaluate critical thinking and theory-clinical correlation.

Lutterman-Aguilar, A., & Gingerich, O. (2002). Experiential pedagogy for study abroad: Educating for global citizenship. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 8, 41–82.

While it is clear that study abroad is not always rooted in the philosophies of experiential education, study abroad and experiential education are natural partners because they share the common goal of empowering students and preparing them to become responsible global citizens. Key principles guiding experiential pedagogy in study abroad are outlined in this article.

Malach, S. E., & Malach, R. L. (2014). Start your own business assignment in the context of experiential entrepreneurship education. *Journal of Higher Education Outreach and Engagement*, 18(1), 169.

Experiential education is often used in entrepreneurship courses, as it conveys both substantive, theoretical knowledge and intangible learning experiences best absorbed through active participation. Starting and operating a business is a unique, educational experience allowing students to apply the substantive knowledge gained in entrepreneurship and other business courses to a real business and to experience the intangible, real-world aspects of the entrepreneurial process. For these reasons, many entrepreneurship programs have incorporated a Start-Your-Own-Business Assignment. This essay explores experiential entrepreneurship education, highlighting the Start-Your-Own-Business Assignment in the context of the Principles of Entrepreneurship course offered to over 200 undergraduate students per year at the Haskayne School of Business, University of Calgary, Canada.

Mollaei, F., & Rahnama, H. (2012). Experiential education contributing to language learning. *International Journal of Humanities and Social Science*, 2(21), 268–279.

Conventional teaching and training are based mainly on knowledge/skills transfer, but this does not address individual growth and potential particularly well. This is because conventional skills/knowledge transfer usually assumes (wrongly) what the individual needs to learn, and the best way in which they can learn it. Experiential learning is a powerful way to address individual growth and potential, which is commonly a much neglected approach to teaching and developing people of all ages. It is adaptable for individual style, preferences, strengths, direction, etc. As such, it is more likely than conventional prescribed training or teaching to produce positive emotional effects, notably confidence, self-esteem, and a sense of personal value and purpose. This paper offers a historical background of how experiential education has emerged, and how it has been adopted to the field of language education. It focuses on identifying the concept of experiential learning, an experiential learning cycle, its principles and criteria, weaknesses and strengths.

Nelson, E. D., & Klak, T. (2012). Equity in international experiential learning: Assessing benefits to students and host communities. *PRISM: A Journal of Regional Engagement*, 1(2), 106–129.

This research uses participant observation and other qualitative methods to evaluate whether faculty-led, short-term study-abroad programs can successfully promote responsible “fair trade” and thereby substantially benefit not only students but also the host communities. The research draws insights by comparing two experiential learning courses taught in South Africa and Dominica. The results suggest that students benefit in various transformative ways in both courses by applying sustainability and development studies concepts to real-life service and hands-on learning in cross-cultural situations. The Dominica course yields more host community benefits, however, because of the instructors’ long-term commitments to reciprocal partnerships and equitable engagement. The paper concludes with recommendations for enhancing the impacts of short-term study abroad on students and especially on host communities.

Passarelli, A. M., & Kolb, D. A. (2012). Using experiential learning theory to promote student learning and development. In M. Vande Berg, M. Page, & K. H. Lou (Eds.), *Student learning abroad: What our students are learning, what they’re not, and what we can do about it* (pp. 1–37). Sterling, VA: Stylus.

Study-abroad programs are rich with possibilities for meaningful and transformative learning. By living, studying, and working in an unfamiliar culture, students are challenged to make sense of the novelty and ambiguity with which they are regularly confronted. As a result of this sense-making process, students adopt new ways of thinking, acting and relating in the world. For students who move mindfully through the study abroad experience, it has the potential to change their worldview, provide a new perspective on their course of study, and yield a network of mind-expanding relationships.

Pugsley, K. E., & Clayton, L. H. (2003). Traditional lecture or experiential learning: Changing student attitudes. *Journal of Nursing Education*, 42(11), 520–522.

In an attempt to excite baccalaureate nursing students about nursing research, a traditional, lecture-style nursing research course was transformed into an experiential interactive course. Attitudes toward research were compared between students who received the lecture course and those who participated in the experiential course. Students in the experiential course exhibited significantly more positive attitudes toward nursing research than students in the traditional lecture course.

Ruben, B. D. (1999). Simulations, games, and experience-based learning: The quest for a new paradigm for teaching and learning. *Simulation & Gaming*, 30(4), 498–505.

This article provides an overview of the evolution of experiential instruction theory and practice from its popular emergence in the late 1960s through the present period. Simulations, games, and other experience-based instructional methods have had a substantial impact on teaching concepts and applications during this period. They have also helped to address many of the limitations of traditional instructional methods, seven of which are discussed in the article. In addition to influencing classroom instruction, experiential methods have come to provide a pervasive and largely taken-for-granted foundation for a wide range of endeavors across many fields. Still, many of the limitations of the classic paradigm continue as vital and largely unresolved challenges today, and there remains much important work to be done to translate insights about experience, teaching, and learning into common practice.

Sand, J. N., Elison-Bowers, P., Wing II, T. J., & Kendrick, L. (2014). Experiential learning and clinical education. *Academic Exchange Quarterly, 18*(4). Retrieved from <http://www.rapidintellect.com/AEQweb/548514.pdf>

Graduates of clinical health care programs are expected to enter the workforce with professional skills applicable to the current healthcare setting. The authors believe the use of experiential education, where students are purposefully engaged in direct experience with an emphasis on reflection, increases the ability of students to develop clinical skills during their undergraduate and graduate education. The authors of this paper discuss the role of experiential learning for adult students in the clinical environment.

Schenck, J., & Cruickshank, J. (2015). Evolving Kolb: Experiential education in the age of neuroscience. *Journal of Experiential Education, 38*(1), 73–95.

In pursuing a refined Learning Styles Inventory (LSI), Kolb has moved away from the original cyclical nature of his model of experiential learning. Kolb's model has not adapted to current research and has failed to increase understanding of learning. A critical examination of Kolb's experiential learning theory in terms of epistemology, educational neuroscience, and model analysis reveals the need for an experiential learning theory that addresses these issues. This article re-conceptualizes experiential learning by building from cognitive neuroscience, Dynamic Skill Theory, and effective experiential education practices into a self-adjusting fractal-like cycle that we call Co-Constructed Developmental Teaching Theory (CDTT). CDTT is a biologically driven model of teaching. It is a cohesive framework of ideas that have been presented before but not linked in a coherent manner to the biology of the learning process. In addition, it orders the steps in a neurobiologically supported sequence. CDTT opens new avenues of research utilizing evidenced-based teaching practices and provides a basis for a new conversation. However, thorough testing remains.

Simons, L., Fehr, L., Blank, N., Connell, H., Georganas, D., Fernandez, D., & Peterson, V. (2012). Lessons learned from experiential learning: What do students learn from a practicum/internship? *International Journal of Teaching and Learning in Higher Education, 24*(3), 325–334.

A multi-method approach was used in a pilot assessment of student learning outcomes for 38 students enrolled in an undergraduate psychology practicum/internship program. The results from a pretest-posttest survey revealed that students improved their multicultural skills from the beginning to the end of the program. The results also indicate that experiential learning enhances student personal, civic, and professional development. The consistency of responses from students, field supervisors, and faculty suggest that the practicum/internship program is beneficial for all involved and serves as a method for strengthening university-community partnerships.

Strait, J., & Sauer, T. (2004). Constructing experiential learning for online courses: The birth of e-service. *EDUCAUSE Quarterly*, 27(1), 63–65.

Advances in technology have forced educational reform, including the development of a new educational paradigm for online distance education. In this environment, teachers become mentors and guides rather than the “all-knowing” authority often associated with the traditional face-to-face format. In addition, new issues and challenges have begun to materialize from this new paradigm, prompting investigations related to the quality of online instruction. It was a lack of service-learning programs for online courses that prompted the creation of e-service to provide experiential learning opportunities.

Wehbi, S. (2011). Reflections on experiential teaching methods: Linking the classroom to practice. *Journal of Teaching in Social Work*, 31(5), 493–504.

This article explores the use of experiential teaching methods in social work education. The literature demonstrates that relying on experiential teaching methods in the classroom can have overwhelmingly positive learning outcomes; however, not much is known about the possible effect of these classroom methods on practice. On the basis of reflections from three courses, the author focuses on the potential effect of in-class methods on practice. The author argues that there are at least three ways in which these methods can affect practice: by extending learning beyond the confines of the course, by modeling skills and attitudes useful in practice, and by allowing students to experience events that might later be confronted in practice.