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Human Rights/Social Justice

*Banki, S., E. Valiente-Riedl, and P. Duffill. "Teaching Human Rights at the Tertiary Level: Addressing the 'Knowing-Doing Gap' through a Role-Based Simulation Approach." *Journal of Human Rights Practice* 5.2 (2013): 318–336. Print.
This article describes a five-pointed approach to teaching human rights at the tertiary level. This approach points to the need for human rights education that: 1) offers abilities and capacities that complement legal approaches; 2) provides students with the tools to grasp the root causes of violations; 3) incorporates learning on local, national, regional, and international levels; 4) includes significant collaborative opportunities; and 5) offers students the chance to put into practice the skills they have learned. The article critically examines and problematizes this approach through a case-study examination of a 'role-based simulation' module trialled in a postgraduate human rights course at the University of Sydney, the Human Rights Simulation. The substantive and pedagogical

challenges that have emerged are discussed, drawing on the insights from teaching the Simulation and the substance of student feedback.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=poh&AN=89352738&site=eds-live

Cahuas, Madelaine C., and Charles Z. Levkoe. "Towards a Critical Service Learning in Geography Education: Exploring Challenges and Possibilities through Testimonio." *Journal of Geography in Higher Education* 41.2 (2017): 246–263. Print.
There has been an increasing interest in exploring the transformational possibilities of experiential learning approaches like service learning, across post-secondary education, including geography. At the same time, scholars caution that such initiatives can entrench neoliberalism, white supremacy and other power structures and call for implementing a critical service learning (CSL) approach that is rooted in action against injustice. In response, this paper uses testimonio methodology to explore the experiences of a student and instructor engaging in a graduate geography course that implements CSL. We demonstrate how CSL is a complex process that is mired in the very power structures and institutional barriers it attempts to disrupt. Nonetheless, CSL creates opportunities for social change in the classroom and community, which make it a promising pedagogical strategy for geographers aiming to create alternative teaching approaches in their classrooms.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1135644&site=eds-live

*Hammond, John L. "Teaching Human Rights: Confronting the Contradictions." *Radical Teacher* 104 (2016): 13–26. Print.
The article focuses on designing a course on human rights education which is guided with principles including normative, combine analytic and experiential learning and interdisciplinary. Topics mentioned include the relationship between sociology and study of human rights, the origin story of human rights and contentious issues on human rights such as universality and indivisibility.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=113488839&site=eds-live

Jewell, Jennifer R., and Allessia P. Owens. "Confronting Carceral Power through Experiential Learning in Macro Social Work Practice." *Social work in education* 36.4 (2017): 403–413. Print.
Founded on a rich tradition of community engagement, social work's commitment to macro practice has waxed and waned throughout its short professional history. Despite an ethical mandate to advocate for social and economic justice, there is a retrenching emphasis on macro practice within social work education. This circumstance affects the profession's commitment to human rights and social justice as social work students are often unable to actively engage in change-making activities. Many students graduate without the knowledge and skills needed to enact systemic change in their agencies, communities, states, or nation. This case study will explore the use of experiential learning methods to challenge carceral power through the demonstration of macro practice skills, which are essential for challenging the status quo of practices and policies that sustain oppressive systems. This case study details the organization and facilitation of 'Know

Your Rights' (KYR) trainings, which educate community members about their Constitutional rights when confronted by the police. Through a successful collaboration between the American Civil Liberties Union, a social work program, and a dozen community organizations, the KYR trainings, conducted by over 60 BSW students engaged in three macro practice courses, were delivered in a rural community on the east coast with nearly 400 community members and students in attendance. http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh &AN=122558720&site=eds-live

Logar, Tea et al. "Teaching Corner: 'First Do No Harm': Teaching Global Health Ethics to Medical Trainees through Experiential Learning." *Journal of bioethical inquiry* 12.1 (2015): 69–78. Print. Recent studies show that returning global health trainees often report having felt inadequately prepared to deal with ethical dilemmas they encountered during outreach clinical work. While global health training guidelines emphasize the importance of developing ethical and cultural competencies before embarking on fieldwork, their practical implementation is often lacking and consists mainly of recommendations regarding professional behavior and discussions of case studies. Evidence suggests that one of the most effective ways to teach certain skills in global health, including ethical and cultural competencies, is through service learning. This approach combines community service with experiential learning. Unfortunately, this approach to global health ethics training is often unattainable due to a lack of supervision and resources available at host locations. This often means that trainees enter global health initiatives unprepared to deal with ethical dilemmas, which has the potential for adverse consequences for patients and host institutions, thus contributing to growing concerns about exploitation and 'medical tourism.' From an educational perspective, exposure alone to such ethical dilemmas does not contribute to learning, due to lack of proper guidance. We propose that the tension between the benefits of service learning on the one hand and the respect for patients' rights and well-being on the other could be resolved by the application of a simulation-based approach to global health ethics education. http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb &AN=102075972&site=eds-live

Tibbitts, Felisa. "Transformative Learning and Human Rights Education: Taking a Closer Look." *Intercultural Education* 16.2 (2005): 107–113. Print. Comments that human rights education is an emerging practice, sanctioned at the intergovernmental, national and regional level, by dedicated individuals and organizations at the grassroots level worldwide. Power of learning to improve the human condition; Sharing of a multifaceted approach, with elements related to cognition, affective and experiential learning; Significance of the term empowerment in human rights vision. http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih &AN=17835229&site=eds-live

*Vasbinder, William, and William Koehler. "Socially Conscious Ventures and Experiential Learning: Perceptions of Student Engagement." *Universal Journal of Educational Research* 3.2 (2015): 85–92. Print.

This qualitative study explored stakeholder perceptions of the outcomes of semester-long experiential learning projects in five selected business courses at a small, private college. Students worked with the owners of socially conscious startup firms to develop and present strategic marketing and business plans. The work draws upon interviews with the business owners and faculty, as well as firsthand observations, to assist in identifying factors that promote or hinder student engagement in experiential learning initiatives.
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Vernon, Franklin. "The Diversity Project: An Ethnography of Social Justice Experiential Education Programming." *Ethnography and Education* 11.3 (2015): 298–315. Print.
Whilst adventure-based experiential education traditions have long-standing claims of progressive, democratic learning potential, little research has examined practice from within democratic theories of participation and learning. Focusing on a complex network making up a disturbing interaction in an outdoor education programme, I posit forms of structural management privileging institutional design blockaded democratic forms of interaction when bids arose, while simultaneously identifying the peripheral "un-structured" symbolic spaces beyond the care-gaze of educators as necessary sites of creative emergence. Drawing on the work of Lather [Lather, Patti. 1996. "Troubling Clarity: The Politics of Accessible Language.Harvard Educational Review" 66 (3): 525-546], I explore the peripheral boundaries of traditional ethnographic writing, decentering norms of finality and conclusivity, and invite the reader into a critical interaction with "a shifting text" [Babich, Babette. 1994. "Nietzsche's Philosophy of Science: Reflecting Science on the Ground of Art and Life." Albany: State University of New York Press, p. 27] and a chaotic moment in the programme.
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Educational research often portrays culturally, linguistically and economically disenfranchised (CLED) children's disengagement from school learning as individual behaviour, ignoring the contribution of race, gender, socio-cultural, ethnic and social class factors. This paper analyses a specific community engagement programme in Australia which uses experiential learning in an informal setting. The programme, which has been running for seven years, partners pre-service teachers, volunteer high school students and volunteers from a national bank with primary schools where many pupils are experiencing learning difficulties and school engagement problems as a result of their socio-economic status, their poverty, and their ethnic and cultural diversity. Drawing on the perspectives of the children and volunteers participating in the pilot study, and privileging their voices, this paper illustrates how community partnerships may be developed and sustained. The programme's conceptual framework of Connecting-Owning-Responding-Empowering (CORE) pedagogy is explored for its potential to enhance student engagement, achievement and

empowerment through focused community involvement. The findings show that when students feel connected to and involved in their community, all participants are empowered in their learning and teaching.
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Carolina, National Resource Center for the First-Year Experience and Students in Transition, 2002:
15-26.

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Sustainability

*Belkhir, Lotfi. "Embedding Sustainability in Education through Experiential Learning Using Innovation and Entrepreneurship." *Higher Education Studies* 5.1 (2015): n. pag. Web.
In this pedagogical study, we introduce the design and findings of a pilot study on the effectiveness of a new Engineering graduate course, "Total Sustainability Management", in teaching and learning sustainability, both at the cognitive and the management level. The design of an "arms-length" anonymized pre- and post-course questionnaires was driven by the course key objectives and adopted framework of sustainability competencies. The findings and questions raised from this pilot study inform the proposed design of further study and, more importantly, the development of a framework for teaching and learning--and thus measuring--sustainability in graduate, interdisciplinary Engineering education.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1075107&site=eds-live

*Burns, Heather L. "Learning Sustainability Leadership: An Action Research Study of a Graduate Leadership Course." *International Journal for the Scholarship of Teaching and Learning* 10.2 (2016): n. pag. Web.
This study used action research methodology to examine the development of sustainability leadership in a graduate leadership course. The research investigated the impact of this leadership course, which was designed using transformative learning theory with attention to integrating thematic content, multiple and nondominant perspectives, a participatory process, and a contextual

place-based approach. Grounded theory was used to explore if and how students' understanding of sustainability leadership changed, and the pedagogical strategies that were most influential to their learning. Results revealed that students came to understand sustainability leadership as: the facilitation of a shared process, a process of emergence, and a way of being. Key pedagogical strategies that stood out as being most influential to students' learning of sustainability leadership including: creating a sense of community, learning from peers, and case-in-point experiential learning. These results point to key pedagogical elements that may support the development of sustainability leadership in higher education courses.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1134686&site=eds-live

*Corscadden, Kenneth W., and Kathleen Kevany. "The TREEhouse: A Hybrid Model for Experiential Learning in Environmental Education." *Applied environmental education and communication* 16.1 (2017): 56–67. Print.
This article addresses the need to integrate experiential learning into environmental and sustainability curriculum and considers the challenges faced by academic institutions in providing relevant experiential learning opportunities at an appropriate scale. Through an experiential case study, this article illustrates how adopting a "hybrid approach" served to expand traditional perception and infrastructure at Dalhousie University, Faculty of Agriculture, while affording graduate students a space for developing knowledge through the experience of doing. This article discusses the barriers and presents the methodology used to achieve a paradigm shift. This overcomes traditional approaches and could be duplicated for infrastructure transformation into active laboratories for the provision of experiential learning tools for environmental education programs.
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*Fahs, Breanne. "The Weight of Trash: Teaching Sustainability and Ecofeminism by Asking Undergraduates to Carry Around Their Own Garbage." *Radical Teacher* 102 (2015): 30–34. Print.
An essay is presented on the significance of experiential learning with trash and highlights courses on social justice and feminism. It explores students reading Edward Humes' "Garbology" where the assignment requested students to carry their trash around for 48-hour periods and present it to the class. It discusses the assignment which aims to help students learn about sustainability, climate change and the contribution of their carbon footprint to the big picture of environment strain.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=108934088&site=eds-live

*Heinrich, William F. et al. "Critical Thinking Assessment Across Four Sustainability-Related Experiential Learning Settings." *Journal of Experiential Education* 38.4 (2015): 373–393. Print.
Today's complex societal problems require both critical thinking and an engaged citizenry. Current practices in higher education, such as service learning, suggest that experiential learning can serve as a vehicle to encourage students to become engaged citizens. However, critical thinking is not necessarily a part of every experiential learning process. This project explored several learning

experiences that used mindful instructional design of experiential learning to promote critical thinking outcomes. This project looked at four different learning settings that varied in sustainability topics and extent of experiential learning that suggests applicability to a wide educational audience. Our work identified four effective features of instructional design that supported critical thinking: planning, instruction method, content, and explicit critical thinking outcomes. We found that strong critical thinking outcomes result from experiential learning with appropriately scaffolded critical thinking exercises and processes.
http://eds.a.ebscohost.com/eds/detail/detail?sid=aa1f836f-5d4b-46e0-91da-bddc0d3220a6%40sessionmgr4009&vid=0&hid=4102&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=EJ1081141&db=eric

*Hollis, Francine H., and Fulya Eren. "Implementation of Real-World Experiential Learning in a Food Science Course Using a Food Industry-Integrated Approach." *Journal of food science education* 15.4 (2016): 109–119. Print.
Success skills have been ranked as the most important core competency for new food science professionals to have by food science graduates and their employers. It is imperative that food science instructors promote active learning in food science courses through experiential learning activities to enhance student success skills such as oral and written communication, critical thinking, problem solving, and team work. The aim of this study was to incorporate "real-world" experiential learning into a food product development course. Undergraduate students enrolled in a food product development course worked on a semester-long product development case study developed by the Instructor of the course and the Manager from ACH Food Companies, Inc. The case study was presented to students in the form of a product development competition. Students were placed into groups and given the task to develop a cake mix with specified parameters. At the end of the semester, student groups participated in a case study competition to showcase their product concepts. Each student group gave a PowerPoint presentation and was evaluated using selected criteria. Students rated the course overall as being very good. Students perceived the case study to be beneficial and informative regarding employer (ACH's) expectations. Students recommended that the Instructor minimize restrictions/specifications for product concepts and increase the quantity of course/laboratory meetings per week. This approach will continue to be used and further evaluated as an approach to incorporate active learning and provide food science undergraduates with a sense of employer expectations.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1115309&site=eds-live

*Ozorak, Elizabeth Weiss. "'We All Have to Eat': Experiential Learning in Courses on Food and Hunger." *Journal of prevention & intervention in the community* 41.2 (2013): 97–104. Print.
Community-based learning offers students the opportunity to understand important concepts through their own experiences. Two courses on food and hunger in society, one a first-year seminar of 12 students and one an upper-level psychology course of 20 students, made site visits to local farms, markets, and a soup kitchen while reading about the issues and discussing them in class. At the end of the semester, each student wrote a short self-evaluation in which they were invited to discuss the aspects of the course that affected them most. Student responses suggest that the

experiential component of the course was disproportionately powerful, impelling many of them to make changes in their lives as a result. (PsycINFO Database Record (c) 2016 APA, all rights reserved)
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2013-08902-007&site=eds-live

*Savage, Emma et al. "Experiential Learning for Sustainability Leadership in Higher Education." *International Journal of Sustainability in Higher Education* 16.5 (2015): 692–705. Print.
Purpose: The purpose of this paper is to compare the program design of a sustainability leadership certificate to participants' perceptions of their in-program learnings and competencies development. The authors present the results from the analysis of one program evaluation component, a survey, which was delivered before the program start and at the program end. Design/methodology/approach: The authors describe key design elements of a sustainability leadership certificate, which was framed around five key sustainability competencies. Using a pre/post self-assessment, participants (n = 32) selected their level of confidence and competence in each of the key sustainability competencies and completed open-ended questionnaires. Quantitative data were analyzed using a Mann-Whitney U test, and qualitative data were transcribed and coded using a grounded theory approach in NVivo 10. Findings: Based on the survey feedback, the program participants were generally excited by the program's experiential format and supportive community. They felt that they had improved their confidence and competence in the key sustainability competencies. Three themed clusters, community, future and personal development, emerged from the participants' open-ended responses. This supports the program design and can inform further program development. Practical implications: The third theme, personal development, is notable, as it is not a typical focus of sustainability in higher education, but held high importance to participants. This strong resonance with participants suggests that sustainability programs should consider the role of the self to foster the development of key sustainability competencies. Originality/value: The program's focus on "personal" was intentional in the program design. Based on participants' feedback, the inclusion of personal development exercises was a critical element for successful sustainability leadership development.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1069906&site=eds-live

*Szeto, Anne, Jess Haines, and Andrea C. Buchholz. "Impact of an Optional Experiential Learning Opportunity on Student Engagement and Performance in Undergraduate Nutrition Courses." *Canadian journal of dietetic practice and research: a publication of Dietitians of Canada = Revue canadienne de la pratique et de la recherche en dietetique: une publication des Dietetistes du Canada* 77.2 (2016): 84–88. Print.
We examined the impact of an optional experiential learning activity (ELA) on student engagement and performance in 2 undergraduate nutrition courses. The ELA involved completion of a 3-day food record, research lab tour, body composition assessment, and reflective take-home assignment. Of the 808 students in the 2 courses (1 first-year and 1 second-year course), 172 (21%) participated. Engagement was assessed by the Classroom Survey of Student Engagement (CLASSE), and performance was assessed by percentile rank on midterm and final exams.

Students' perceived learning was assessed using a satisfaction survey. Paired-samples t tests examined change in CLASSE scores and percentile rank from baseline to follow-up. Frequencies and thematic analysis were used to examine responses to Likert scale and open-ended questions on the satisfaction survey, respectively. There was an 11%-22% increase (P< 0.05) in the 3 dimensions of student engagement and a greater increase in percentile rank between the midterm and final exams among participants (7.63 ± 21.9) versus nonparticipants (-1.80 ± 22.4, P < 0.001). The majority of participants indicated the ELA enhanced their interest and learning in both their personal health and the course. Findings suggest ELAs related to personal health may improve interest, engagement, and performance among undergraduate students. http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=fsr&AN=115386124&site=eds-live

Internships, Co-Op, and Student Employment

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Simons L, et al., "Lessons Learned from Experiential Learning: What Do Students Learn from a Practicum/Internship?," International Journal of Teaching and Learning in Higher Education, 24, no. 3 (2012): 325-334.

Stinebrickner TR, Stinebrickner R, "Working During School and Academic Performance," Department of Economics Research Reports, 2000-9. London, ON: Department of Economics, University of Western Ontario (2000).

Van de Water G, Augenblick J, "Working While Studying: Does It Matter? An Examination of the Washington State Work Study Program," AVA, Inc., May, 1987.

Walker RB, "Business Internships and Their Relationship with Retention, Academic Performance, and Degree Completion," PhD dissertation, Iowa State University, 2011.

Experiential Learning References by Major
*asterix denote that full text is available via University of Dayton libraries

Accounting

Baker, Richard E., John R. Simon, and Frank P. Bazeli. "Selecting Instructional Design for Introductory Accounting Based on the Experiential Learning Model." *Journal of Accounting Education* 5.2 (1987): 207–226. Print.

> Introductory accounting courses are usually taken by all business majors. The teacher is the manager of the instructional system and must select an instructional strategy from among the many combinations available. It is important for educators to recognize the diversity of learning styles of students in the introductory accounting class so the course can be a more enriching experience for both accounting and nonaccounting majors. The experiential learning model is discussed in association with the teaching modes available to accounting educators. Kolb's Learning Style Inventory (1985) was used to determine the learning preferences for a large group of introductory accounting students. The results of this inventory and direction for the instructional design of introductory accounting courses are presented in this study.

Benson, Alan, and Liang Han. "Experiential Learning from Entrepreneurial Failure." *International Journal of Behavioural Accounting and Finance* 2.1 (2011): 21. Print.

> Abstract: This paper examines the phenomenon of 'entrepreneurial failure' from a UK regionally-based qualitative study, being that of explanations for failure provided by entrepreneurial CEOs. This paper contends that there are valuable lessons to be learned, from explanations provided of failure, that may reduce the very high recorded mortality rates of entrepreneurial businesses, in particular that of nascent entrepreneurs. Our intention is to make nascent entrepreneurs and their advisors more aware of the consequences of the likely personal risks they will be assuming, especially before they embark on their new business ventures. This paper focuses strongly on entrepreneurial 'personality characteristics' which can detrimentally influence the quality of decision-making. We provide data of some 'experiential learning from failure' from our case studies, that were compiled from interviews with the former directors, following their completion of the questionnaire survey. We describe 'failed entrepreneurs' who have successfully restarted their businesses as 'phoenix' entrepreneurs.

*Bublitz, Bruce, Kirk Philipich, and Robert Blatz. "An Example Of The Use Of Research Methods And Findings As An Experiential Learning Exercise In An Accounting Theory Course." *Journal Of Instructional Pedagogies* 16.(2015): *ERIC*. Web. 3 Jan. 2017.

The purpose of this teaching note is to describe an experiential learning exercise used in a master's level financial accounting theory course. The experiential exercise illustrates how order effects can affect user's judgments, a long-standing research finding. This experiential exercise was used in an attempt to make students more cognizant of and accepting of behavioral accounting theories and/or concepts as they pertain to users of financial accounting information. This research-based experiential exercise was used in three separate yearly offerings of a financial accounting theory course. In-class use of this research-based experiential exercise resulted in greater student acceptance of behavioral accounting theories and concepts. While experiential exercises, in general, are more commonly used to illustrate practice-based methods and procedures, the purpose of this experiential exercise was to lend greater credence to the findings of accounting research to a student audience.

*Cornell, Robert M., Carol B. Johnson, and William C. Schwartz. "Enhancing Student Experiential Learning With Structured Interviews." *Journal of Education for Business* 88.3 (2013): 136–146. Print.

Learning through experience can be rewarding but intimidating. To maximize the benefits of experiential learning assignments, students need to have confidence in their abilities. The authors report how a structured-interview instrument effectively facilitated experiential learning for accounting students without extensive content-specific knowledge. A total of 117 students administered the structured interview to individuals in charge of financial operations in a religious organization. Analysis of student reactions indicated that the experience helped them to internalize concepts from their classroom learning and formulate recommendations for control and other improvements in the organization. The structured-interview experiential learning assignment successfully enhanced student confidence and reduced anxiety.

*Dellaportas, Steven, and Trevor Hassall. "Experiential Learning in Accounting Education: A Prison Visit." *The British Accounting Review* 45.1 (2013): 24–36. Print.

Traditional pedagogic methods in accounting education have been the subject of some criticism with potential solutions referring to out of classroom experiences. This paper relies on the concepts of situated and experiential learning to assess the effects of a learning opportunity involving visits to prison by students enrolled in the final year of an accounting degree program. Data collected from a self-designed survey suggest that the students were intellectually and emotionally engaged in the experience emanating from the novelty and anticipation of entering closed walls and meeting inmates who were former professional accountants. Students appeared to learn a number of lessons including the nature of conflicts faced by professional accountants, factors contributing to fraudulent conduct, and strategies on how they might deal with such conflicts in their professional careers.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ed selp&AN=S0890838912000819&site=eds-live

*Fuglister, Jayne, Matthew Stegmoyer, and Renee Castrigano. "Two Open-Ended, Experiential Learning Cases In Accounting." *American Journal of Business Education (AJBE)* 3.11 (2010): n. pag. Web.

The rapidly changing environment in international business provides an excellent opportunity for instructors to design timely, adaptable, experiential learning, and open-ended cases. This paper presents and discusses how to prepare and use two such cases in the areas of bank accounting and international accounting. The cases can be offered and re-offered until the subjects are no longer relevant or interesting. The structured spreadsheets are easily adapted to other topics for other times and other classes, not just accounting classes. These two cases have been used in online courses as well as traditional courses.

Hassall, Trevor, and John Joyce. "The Use of Experiential Learning in Accounting Education." *The Routledge Companion to Accounting Education*. N.p. Print.

Summary: "Accounting education has come under fire over the years from various quarters: including the accounting profession, the business world and students. Calls for accounting to be taught in different ways have stemmed from changes in practice, increasing uncertainty, the recognition of risk, more complexity, new regulations, interdisciplinary practices and technological change. Whilst the subject has been researched comprehensively in journal articles, until now there has not been a comprehensive publication which addresses the whole field.This prestige reference work defines the domain of accounting education and provides a critical overview of the state of this domain. The Routledge Companion to Accounting Education is comprehensive, up to date, and a definitive work of reference which can be cited as an authoritative source on this domain"-- Provided by publisher. 2014

*Helliar, Christine. "The Global Challenge for Accounting Education." *Accounting Education* 22.6 (2013): 510–521. Print.

Accounting and education are both global phenomena, and there is thus an argument that accounting education should be consistent and comparable across the globe. However, accounting, and accounting education are all socially constructed and globally they have been influenced by their historical, social, economic, political and cultural contexts. This has resulted in many fragmented, heterogeneous communities of practice and many diverse audiences or stakeholders with their own interests and legitimation strategies. There is thus a problem for accounting education to be defined, and to coalesce to one world model that fits the needs of all nations. However, global accounting education can adopt similar learning objectives by using constructivist, experiential and situated learning approaches that are embedded in to the learning programme. The International Education Standards (IES) of the IAESB should be revised to embed these three learning approaches, and IFAC and the IAESB should adopt various strategies to gain pragmatic legitimacy for its education standards.

*Lay, G. S. "Experiential Learning for Accounting Students." *International Journal of Learning* 17.3 (2010): 437-45. Print.

A type of active learning advocated by many is actually learning outside the classroom in the form of student consulting projects. This learning through experience is often referred to as experiential learning. Many undergraduate accounting students never have the opportunity to obtain real accounting experience prior to graduation. A professor at a four-year state college implemented changes in the Accounting Information Systems course to give students the opportunity to provide consulting services to a small business. The project gives students an opportunity to apply their accounting knowledge and QuickBooks skills while gaining experience in interviewing a client, gathering the needed information to record transactions, preparing financial statements and providing internal control and other operating recommendations to a small business. Improvements were implemented in the second year of the project based on difficulties encountered in the first year. Students were energized by the project and immediately recognized it would be valuable. The project is win-win; students receive an enriched learning experience and clients receive accounting services that they may be otherwise unable to afford. [ABSTRACT FROM AUTHOR]

Rodgers, W., J. Simon, and J. Gabrielsson. "Combining Experiential and Conceptual Learning in Accounting Education: A Review with Implications." *Management Learning* (2016): n. pag. Web.

Within accounting education, both conceptual and experiential learning have been important learning approaches. However, while experiential learning has been extensively studied in accounting education, the critical role of conceptual learning has received considerably less attention. In this article, we review theory and research to develop a framework involving the Throughput Model that relates to both conceptual and experiential learning. Based on our review and combination, we suggest implications for the design and implementation of accounting education.

*Stout, David E., and Thomas L. Ruble. "Learning Style Inventory and Accounting Education Research: A Cautionary View and Suggestions for Future Research." *Issues in Accounting Education* 6 (1991): 41. Print.

The Experiential Learning Model (ELM) and Learning Style Inventory (LSI) [Kolb, 1974] have been used as the basis for a recent line of research in accounting education. The present paper critically examines this research. In addition, research on the psychometric properties of the LSI is reviewed and new data are presented. A large (n=870) and diverse (ten different institutions) sample of upper-level accounting majors completed three different forms of the LSI: original, revised, and scrambled. Overall, reservations concerning the LSI as a measuring and classification instrument are raised. Consequently, caution is advised in interpreting the body of accounting education research in this area as well as in the continued use of the LSI in accounting studies.

Adolescence and Young Adult Education

Farmer, Lesley S. *Gaming in Adult Education*. 1 Vol. , 2011. Print.

Egames have drawn attention in adult education, particularly as the majority of adults play egames. Adult education is increasingly incorporating serious games, mainly simulation games, but other forms such as RPGs are being considered. In addition, adult education is also incorporating game design into curricula. In terms of learning theory, gaming as a learning mechanism is usually associated with activity theory. Many commercial off-the-shelf (COTS) game combine solid content and concept along with good game play that engages adult learners. The gaming industry has increased focus on developing games for mobile instruments, mainly smart phones. Specific applications of egames for engineering education are discussed. Recreational aspects of gaming impact educational us of egames. Future trends of adult education use of egames are noted: platform, workplace gaming, and industry development.

*Feller, Thomas R., Jr., et al. "Teaching Content through the Arts." *Educational Leadership* 64 (2007): 48-9. Web.

Policymakers sometimes view arts education and experiential learning as distractions from the goal of enabling all students to master rigorous content standards. The three school programs described in this article, however, demonstrate that content standards can be integrated into engaging, motivating curriculums based on the arts and authentic experience. In the first program, middle school students channel their adolescent energy into a drumming ensemble, exploring musical theory, learning about teamwork, and serving the community in the process. The second section describes how 5th-grade art students become detectives, deploying their critical thinking skills to evaluate the evidence and decide who rightfully owns stolen paintings. Finally, 6th-graders design creative museum exhibits to answer the question, How do humans help and hurt the environment? *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ766429&site=eds-live*

*Geiger, Brian F. "Teaching about History and Science through Archaeology Service Learning." *The Social Studies* 95.4 (2004): 166–171. Print.

Focuses on teaching history and science through archaeology service learning. Discussion of experiential education; Goals of service learning projects for young adults according to Florida International University; Results of the National Household Education Survey; Relationship of service learning to discipline-specific standards. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=14222789&site=eds-live*

MacDonald, Kathleen, and Caroline E. Gibson. "Your Tutor is Your Friend: Using Experiential Learning to Enhance Second Year Transition." *Journal of Applied Research in Higher Education* 3.2 (2011): 107-15. *CrossRef.* Web.

This paper describes a second year induction programme developed to support student transition. The sophomore slump theory suggests that students may experience a slump in second year, resulting in poorer outcomes and increased attrition rates (Gump 2007). Students were asked to reflect on their first year experience in order to identify learning and plan for the year ahead, in

order to reduce potential for a slump during second year Design: Students beginning the second year of a four year BSc Honours Nursing programme participated in a one-day induction prior to commencement of semester 1 classes. Students were assigned to groups and asked to reflect on some key questions in relation to their first year experience. Responses were collated on flip chart paper and discussed together. Findings: Emergent themes are discussed here: forward planning, engagement with the institution, and building a strong foundation. Practical implications: This process served to illustrate to staff some of the "hidden curriculum" issues and offered opportunities to focus on areas of student weakness such as referencing and academic writing. Using a combination of reflection, and experiential learning in induction may serve to transition students through the sophomore slump. Value: The challenge for academics is to continue to find ways to enhance the student experience in an increasingly diverse student population, and determine its effect on attrition rates. This paper offers a reflective commentary, exploring the authors' learning, on the implementation of one innovative programme of longitudinal induction.

Provenzo, Eugene F., Anthony Angelini, and Dan W. Butin. *100 Experiential Learning Activities for Social Studies, Literature, and the Arts, Grades 5-12*. Thousand Oaks: Corwin Press, 2008. Print.

Facilitates student engagement through active learning and provides easy-to-use matrices linking McREL, NCTE, and NCSS standards to activities in history, economics, literature, and the arts.

Aerospace Engineering

Alam, Firoz. "Technology-Enhanced Laboratory Experiments in Learning and Teaching." *Using Technology Tools to Innovate Assessment, Reporting, and Teaching Practices in Engineering Education.* IGI Global, 2014. 289-302. Print.

Laboratory practice plays a crucial role in engineering and technology education. The advancement of computational and computer technologies have ushered in a new horizon in learning and teaching of laboratory practices worldwide. Apart from traditional hands-on laboratory practice, two other laboratories, namely the virtual/simulated laboratory and the remote control laboratory practices, are playing an increasingly dominant role. The virtual and remote laboratory practices offer unique opportunities for students to visualise complex concepts and remove the time and location barrier. This chapter provides a comparative analysis of all three laboratory practices. Additionally, a 3-step laboratory practice and a hybrid laboratory practice developed at RMIT University are described. It is evident that the advancement of computational technology enhances the student learning experience in laboratory practices. However, real world hands-on laboratory practices cannot be fully replaced by the virtual/simulated and/or remote control laboratory practices. They are complementary.

Dym, Clive L., et al. "Engineering Design Thinking, Teaching, and Learning." *Journal of Engineering Education* 94.1 (2005): 103-20. *CrossRef.* Web.

This paper is based on the premises that the purpose of engineering education is to graduate

engineers who can design, and that design thinking is complex. The paper begins by briefly reviewing the history and role of design in the engineering curriculum. Several dimensions of design thinking are then detailed, explaining why design is hard to learn and harder still to teach, and outlining the research available on how well design thinking skills are learned. The currently most-favored pedagogical model for teaching design, project-based learning (PBL), is explored next, along with available assessment data on its success. Two contexts for PBL are emphasized: first-year cornerstone courses and globally dispersed PBL courses. Finally, the paper lists some of the open research questions that must be answered to identify the best pedagogical practices of improving design learning, after which it closes by making recommendations for research aimed at enhancing design learning.

Teng, X., et al. "Best Practices in the Design, Development and use of Courseware in Engineering Education".IEEE , 2005. 1. Print.

This paper discusses best practices in the design, development and use of engineering education courseware by examining the courseware recognized through the Premier Award for Excellence in Engineering Education Courseware. Led by NEEDS - A Digital Library for Engineering Education and supported by industry, the courseware recognized through the Premier Award since 1997 covers most engineering disciplines; ranges from case studies to collections of Java applets; addresses both formal and informal learning; and targets learners at multiple levels. The Premier Award evaluation criteria are transformed into best practices in design and development of engineering courseware. Through illustrative examples drawn from the submissions recognized by the Premier Award, courseware developers will be able to improve their designs leading to potential increases in learning effectiveness

Wong, K. C. "Experiential Learning for Year 1 Aeronautical Engineering".Brisbane, Qld: Faculty of Built Environment and Engineering, Queensland University of Technology , 2001. 13-18. Print.

Aeronautical engineering is widely recognised to be one of the most directed fields of engineering, in that it is primarily directed at the design, analysis, and operation of one specific product namely aircraft. Being so, students are required to have a working familiarity of aircraft components, tooling and fabrication techniques, and regulations relating to their certification and safe operation. However, most aeronautical engineering schools are constrained by the lack of facilities for students to enhance this essential knowledge. As part of the ongoing process to improve the learning process of undergraduate students, an experiential learning component was introduced into the first year Aeronautical Engineering curriculum at Sydney University in 1999. In what is believed to be a pioneering move, first year students get to build a complete aeroplane. The creation of such a course significantly increases student exposure to and involvement in practical aspects of aircraft design, development, and operation. This complements the strong theoretical and practical courses already offered by the school, so the level of student motivation and participation is notably high. Students who participate in the course gain an insight into many aspects of the processes in the design, construction and operation of aircraft, and by being a part of the construction team, they

also experience the organisational requirements necessary to successfully complete a complex engineering project. This paper discusses an innovative approach to enhancing the first year aeronautical engineering students' learning experience at The University of Sydney.

American Studies

Mendez, Melissa. "Experiential Learning Day in the Native American Community." *Center for Advanced Studies in Child Welfare.* Oct 24, 2014. Print.

Art Education

***Kan, Koon Hwee. "Multiple Entry Points to the Arts and Culture of China." *Visual Inquiry* 5.1 (2016): 45–56. Print.

Two ostensibly unrelated journeys are recounted with photocollage and essay in two voices (italics and roman). In one, the author rambled along as a child, acquiring an education in Singapore while exposed to the cultural forces that shaped her educational values and beliefs. She ultimately transformed them into the curriculum design for a new course culminating in a travel-study to China. In the other, she accompanied several US college students on an intellectual and creative trek to explore how art-centred learning can actualize experiential education in travel-study. The co-constructed learning experience was reciprocal and facilitated the author's personal, cultural and professional identity quest.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=115518400&site=eds-live

*Lawrence, Randee Lipson. "Powerful Feelings: Exploring the Affective Domain of Informal and Arts-Based Learning." *New Directions for Adult and Continuing Education* 2008.120 (2008): 65–77. Print.

The arts engage the senses, provoking strong, affective responses for both the creator and the witness of art, and can provide a catalyst for informal adult learning beyond traditional, cognitive ways of knowing. The dominant Western culture prizes rational-cognitive ways of knowing, while emotional and embodied ways of knowing are often dismissed and ignored. However, language is one-way communication, but the arts invite a conversation with the viewer or witness, and experiencing, being with the emotion, resisting the temptation to run from it, can open up opportunity for tremendous growth and learning. The writer discusses the role of emotion and creative expression through the three theoretical constructs of transformative, experiential, and indigenous learning; the prominent role the arts have always played in education for social change both inside and outside formal institutions; the emotional experience of witnessing art; and the implications for adult and continuing education.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=508023816&site=eds-live

*Macdonald, Geraldine, and Judith A. MacDonnell. "Transforming Diversity Tensions: Shifting Knowledge through Arts-Based Practices." *Collected Essays on Learning and Teaching* 1 (2008): 35-9. Web.

In this paper, the authors engage in a dialogue to illustrate their teaching practice with experiential arts-based diversity learning. The adult education theoretical frameworks of transformative learning/unlearning and experiential learning frame the paper. Examples of experiential arts-based diversity learning include: participating in experiential role-playing during the "animal game," creating paper figures that represent participant diversities, and creating an impromptu human installation.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1055021&site=eds-live

Biochemistry

Abdulwahed, Mahmoud, and Zoltan K. Nagy. "Applying Kolb's Experiential Learning Cycle for Laboratory Education." *Journal of Engineering Education* 98.3 (2009): 283-94. *CrossRef.* Web.

This paper describes a model for laboratory education based on Kolb's experiential learning theory. The method is implemented using modern teaching technologies and a combination of remote, virtual, and hands-on laboratory sessions and have been applied to the teaching of the undergraduate process control laboratory at the Chemical Engineering Department at Loughborough University, United Kingdom. An argument that poor learning in the laboratory is due to insufficient activation of the prehension dimension of Kolb's cycle was suggested and verified, providing a pedagogical explanation. The quantitative analysis showed significant enhancement of the learning outcomes of the experimental group compared with the control group. Apart from the hands-on session, the proposed model involves additional activities, such as pre- and post-lab tests and virtual laboratory sessions, which are associated with Kolb's cycle to facilitate constructivist learning. The paper provides the first laboratory education model that builds thoroughly on Kolb's experiential learning theory.

Albergaria-Almeida, Patrícia, et al. "Kolb's Learning Styles and Approaches to Learning: The Case of Chemistry Undergraduates with Better Grades." *International Journal of Knowledge Society Research (IJKSR)* 1.3 (2010): 1-16. Web.

The purpose of this study is to investigate if the teaching, learning and assessment strategies conceived and implemented in a higher education chemistry course promote the development of conceptual understanding, as intended. Thus, our aim is to analyse the learning styles and the approaches to learning of chemistry undergraduates with better grades.This study took place during the 1st semester of the school year 2009/2010. This research was carried out in a naturalistic setting, within the context of chemistry classes for 1st year science and engineering courses, at the

University of Aveiro, in Portugal. The class was composed of 100 students. At the end of the semester, the 8 chemistry students with the highest grades were selected for interview. Data was collected through Kolb's Learning Styles Inventory, through Approaches and Study Skills Inventory for Students, through non-participant observation, through the analysis of students' participation in online forums and lab books.The overall results show that the students with better grades possess the assimilator learning style, that is usually associated to the archetypal chemist. Moreover, the students with the highest grades revealed a conception of learning emphasising understanding. However, these students diverged both in their learning approaches and in their preferences for teaching strategies. The majority of students adopted a deep approach or a combination of a deep and a strategic approach, but half of them revealed their preference for teaching-centred strategies.

Bailey, Cheryl P., Vicky Minderhout, and Jennifer Loertscher. "Learning Transferable Skills in Large Lecture Halls: Implementing a POGIL Approach in Biochemistry." *Biochemistry and Molecular Biology Education* 40.1 (2012): 1-7. *CrossRef.* Web.

As research-based, active learning approaches become more common in biochemistry classrooms, the large lecture course remains the most challenging to transform. Here, we provide a case study demonstrating how process oriented guided inquiry learning (POGIL) can be implemented in a large class taught in a traditional lecture hall. Course structure and multiple strategies to support student learning and encourage engagement are described in detail. Therefore, this case study could act as a model for others wishing to transform their own courses from lecture to a more student-centered format. Student feedback about the course format was overwhelmingly positive and preliminary assessment data demonstrated student learning gains in several important areas.

Gallo, Mark A. *Blend the Lab Course, Flip the Responsibility*., 2014. Print.

An upper-level special topics course in Applied, Environmental, and Medical Microbiology was offered for the first time. It was decided by the author to offer it as a blended course. There were some compelling reasons to do so: first and foremost, it allowed class time to be spent doing what one should in a lab-intensive course: remark on current state of knowledge and literature, describe experimental design, discuss potential outcomes, troubleshoot technical problems as they arise, and offer suggestions regarding students' research throughout the process. The ultimate goal and real value of the blended classroom in this instance was elevating the level of student responsibility and forcing them to view a science class as something more than a collection of facts: rather as a very active class, one that requires individual action. It was also designed to allow the students to participate in fundamental scientific research with the help of a mentor in a manner that was/is still practiced and in full view of peer review. The role of the faculty member changes to one of providing guidance instead of content in the classroom, and so it gives one more individual time with the students; this time can be used for diagnostic, formative, and summative assessment.

Santas, Amy J. "Reciprocity within Biochemistry and Biology Service-Learning." *Biochemistry and molecular biology education : a bimonthly publication of the International Union of Biochemistry and Molecular Biology* 37.3 (2009): 143-51. *PubMed.* Web.

Service-learning has become a popular pedagogy because of its numerous and far-reaching benefits (e.g. student interest, engagement, and retention). In part, the benefits are a result of the student learning while providing a service that reflects a true need—not simply an exercise. Although service-learning projects have been developed in the areas of Biochemistry and Biology, many do not require reciprocity between the student and those being served. A reciprocal relationship enables a depth in learning as students synthesize and integrate their knowledge while confronting a real-life need. A novel reciprocal service-learning project within a three-semester undergraduate research course in the areas of Biochemistry and Biology is presented. The goal of the project was agreed upon through joint meetings with the partner institution (The Wilds) to develop an in-house competitive ELISA pregnane diol assay. Student progress and achievements were followed through the use of rubrics and progress-meetings with The Wilds. A portfolio provided a visual of progress as it contained both the written assignments as well as the rubric. The article describes a specific reciprocal biochemistry and biology service-learning project and provides recommendations on how to adapt this service-learning design for use in other research courses.

Bioengineering

*Herz, Lori, et al. "Development of an Interdisciplinary Undergraduate Bioengineering Program at Lehigh University." *Advances in Engineering Education* 2.4 (2011): 1-31. Web.

The undergraduate Bioengineering Program at Lehigh University was established as part of the university's Bioscience and Biotechnology Initiative with support from the National Science Foundation through a grant from its Division of Engineering Education and Centers (EEC). The objective here is to describe the program development and implementation, as well as the challenges encountered. Bioengineering at Lehigh was designed as an interdisciplinary program, with an emphasis on experiential learning, entrepreneurship, and innovation. In this light, the goals established for the program implementation were focused on recruiting students, developing a rigorous curriculum, equipping laboratories, and fostering industrial partnerships. The curriculum initially had three key components: a core of basic requirements, three tracks allowing students to specialize within a field of bioengineering, and experiential learning. The key challenges faced are balancing breadth and depth of a curriculum in a diverse field, improving experiential learning opportunities, implementing changes while maintaining stability, and handling operations as a new program rather than as an established department. The effectiveness of these strategies has been assessed on an ongoing basis. For example, an integrated recruitment strategy was used to encourage student enrollment, the results of which were measured through surveys and admissions data. Requiring students to select one of the three tracks, which are Biopharmaceutical Engineering, Cell and Tissue Engineering, and Bioelectronics and Biophotonics, each with an advanced laboratory course, added depth to the curriculum. Based on several sources of feedback, numerous changes have been made to the curriculum, including the addition of more bioengineering courses,

especially advanced electives. The incorporation of Integrated Product Development (IPD), which was already an established hallmark program at Lehigh, into bioengineering, was a major program change that enhanced the hands-on learning and innovation opportunities. Implementing such changes, and managing them effectively, have been necessary to maintain program stability.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=egs&AN=67419580&site=eds-live

Biology

*Constantin, Vasile, and Iolanda Mitrofan. "Experiential Learning through Dramatherapy - Application to Biology Teaching in Post-Secondary Education." *Journal of Experiential Psychotherapy* 15.4 (2012): 18-25. Web.

This study is based on the development of an improved learning process, by using dramatherapy as a tool for experiential learning. Experiential learning through dramatherapy facilitates the students' contact with knowledge therefore such a program would be very useful in teaching biology in the post-secondary education. Objectives: to improve the teaching process by implementing the experiential learning model through dramatherapy; to use dramatherapeutic methods in learning, as a form of alternative and playful learning, which facilitate the students' access to information; to participate in the development of the students' ability to learn "here and now", to acquire knowledge in a holistic manner, to achieve an improvement of their results by using this method. Methods: The research group included 18 students from a Nursing School, aged 19 to 40. The most important technique used in the experiment in order to help students experience, explore, discover their own self-knowledge and resources was dramatherapy. During the six sessions of dramatherapy, the experimental group assumed certain roles. They were all parts of the excretory system, neurons, cranial nerves, bacteria or viruses and my role was to put them in contact with the experience. Results: We compared the results from two assessment tests of the experimental group (after the experiential program) with the results of a control group. According to the results, the research hypotheses have been confirmed: The experiential learning through dramatherapy program is more effective compared to the traditional program of teaching and learning. Discussions: After analyzing the results of the research, it may be concluded that such a program - experiential learning through dramatherapy - is successful in teaching biology. The tested subjects have achieved a greater learning capacity by participating in the program, by being present "here and now" in the learning process.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=84519161&site=eds-live

*Mintzes, Joel J. *Handbook of College Science Teaching*. NSTA Press, 2006. Print.

Chapter 4 of the "Handbook of College Science Teaching" is presented. This describes and discusses effective methods to teaching a large, two-semester introductory college biology course at Syracuse University. This also focuses on the significance of unusual, significant experiences, and not acquisition of scientific content per se.

*Richlin, Laurie. *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning*. Stylus Publishing, LLC., 2006. Print.

> Laurie Richlin has been running a workshop on course design for higher education for over fifteen years, modifying and improving it progressively from the feedback of participants, and from what they in turn have taught her. Her goals are to enable participants to appropriately select teaching strategies, to design and create the conditions and experiences that will enable their students to learn; and in the process to develop the scholarly scaffold to document their ongoing course design and achievements. This book familiarizes readers with course design elements; enables them to understand themselves as individuals and teachers; know their students; adapt to the learning environment; design courses that promote deep learning; and assess the impact of the teaching practices and design choices they have made. She provides tools to create a full syllabus, offers guidance on such issues as framing questions that encourage discussion, developing assignments with rubrics, and creating tests. The book is packed with resources that will help readers structure their courses and constitute a rich reference of proven ideas. What Laurie Richlin offers is a intellectual framework, set of tools and best practices to enable readers to design and continually reassess their courses to better meet their teaching goals and the learning needs of their students. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED496320&site=eds-live*

Business Analytics

*Leslie D. Green. "Big Data a Big Deal for Colleges, Students." *Crain's Detroit Business* 32.5 (2016): 12. *Global Newsstream*. Web.

> The article focuses on the move of U.S. universities in offering big data/analytics degree programs to supply the skilled data analyst needs of companies that generate extraordinary amounts of data. Topics covered include the expected job growth among computer analysts, statisticians and management analysts through 2024, the plan of Wayne State to offer a master's degree in big data and business analytics by fall 2016, and experiential learning programs for business analytics students. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bft&AN=112760054&site=eds-live*

*Pachamanova, Dessislava A. "Case Article—Mapping Business Problems to Analytics Solutions: Surrogate Experiential Learning in an MBA Introductory Data Science and Business Analytics Course." *INFORMS Transactions on Education* 16.1 (2015): 15–22.

> The case presented in this article can be used as a surrogate experiential learning exercise in an introductory MBA course on data science and business analytics. Students learn about the life cycle of data analytics projects by alternating between study of analytical techniques and participation in a data analytics project running through the course. The project begins as a simple business question which, through sequential discovery, expands into rich discussions and experiences, and

culminates with presentations that test students' ability to translate computational results into insights for various stakeholders. In the process, students learn about effective information gathering and discovery, identifying major stakeholders, problem framing and mapping, model identification, data visualization, and basic model implementation. They also learn how to present their findings to different audiences with the greatest possible impact. This approach elicits student engagement, teamwork, and multiple perspectives as students are asked to view themselves and evaluate their colleagues from the point of view of various roles in the company.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psyh&AN=2016-15660-002&site=eds-live

Business Economics

*Dolan, Robert C., and Jerry L. Stevens. "Business Conditions and Economic Analysis: An Experiential Learning Program for Economics Students." *SSRN Electronic Journal* n. pag. Web.

The authors describe the Business Conditions and Economic Analysis (BCEA) program developed at the University of Richmond. The BCEA program is an experiential learning format for economics students built on the success of student-managed investment funds (SMIF) in finance. In its initial implementation, the BCEA group conducts domestic and global macroeconomic analysis and industry studies to support the portfolio decisions of student fund managers. At a more mature stage, the BCEA program includes a Web-based publication for disseminating macroeconomic forecasts and special-topic articles written by BCEA and SMIF students. Generally, the BCEA program is a curricular extension for economics students seeking higher levels of rigor in their course work, academic distinction in economics, and refinement of competencies for careers in financial economics.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsjsr&AN=edsjsr.30042732&site=eds-live

Chemical Engineering

*Vanderslice, Nicholas, Richard Oberto, and Thomas R. Marrero. "Centrifugal Pump Experiment for Chemical Engineering Undergraduates." *Chemical Engineering Education* 46.1 (2012): 50-7. Web.

The purpose of this paper is to describe a Centrifugal Pump Experiment that provided an experiential learning experience to chemical engineering undergraduates at the University of Missouri in the spring of 2010 in the Unit Operations Laboratory course. Lab equipment was used by senior students with computer-based data and control technology. In addition to pump performance results, lab reports included paragraphs on: educational assessment, applicability to chemical engineering practice, and students' opinion of the new pump experiment. This experiential learning experience is encouraging for the continued use of the Centrifugal Pump Experiment in the Unit Operations Lab.
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c&AN=EJ969674&site=eds-live

Chemistry

*"2012 Council of Sections Business Meeting, July 14, 2012, Orlando, FL." *American journal of pharmaceutical education* 76.9 (2012): S16. *PubMed.* Web.

Information about several topics discussed at the 2012 Council of Selection business meeting held in Orlando, Florida on July 14, 2012. Topics include community of science (COS) environmental update on several sections including experiential learning, chemistry and biological science, report on the nominations for COS board, and the summary of Vince Lau's comments on academic research fellow. The meeting featured several board members including Shane Dasselle, Patricia Marken and Denise Soltis.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=87613999&site=eds-live

*de Jesus, H. P. et al. "Where Learners' Questions Meet Modes of Teaching: A Study of Cases." *Research in Education* 78.1 (2007): 1–20. Print.

This paper is concerned with 'match–mismatch' problems. In particular it seeks to match students' questioning to different modes of teaching in undergraduate chemistry. Kolb's theory of experiential learning is used to bridge between learners' questioning and teaching formats. Three case studies illuminate both sets of characteristics, the preferences that students have for asking questions and for different formats of teaching. The aim is to establish relations between the capacity of learners to generate and formulate questions and different organisations of teaching, including traditional approaches and some innovations. This study concludes that different learners with diverse learning styles have dissimilar preferences as to teaching strategies. It is observed that students with distinct learning styles have particular questioning behaviours. On the other hand, distinct teaching strategies also lead students to ask different types of questions. The results underline the need for teachers to use a variety of teaching strategies, so that they are likely to make connections with all students, and to stimulate questioning in a variety of ways.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=27717525&site=eds-live

***Donaghy, Kelley J., and Kathleen J. Saxton. "Service Learning Track in General Chemistry: Giving Students a Choice." *Journal of chemical education* 89.11 (2012): 1378–1383. Print.

Experiential learning is a foundation in chemistry courses from the introductory-level course to upper-level courses through laboratory experiences. Service learning is another type of experiential learning that is slowly gaining momentum in the sciences. There have been several reports in this Journal on this pedagogy with respect to student engagement and success. However, widespread adoption of this teaching tool will not be achieved until suitable, scalable models for implementation of service learning in chemistry are available. Reported here is an example of a

service learning aspect of a traditional second-semester general chemistry course where a separate grading scheme is created within the course called the Service Track. The logistics of running a course within a course, how the instructor uses Service Track teaching assistants, descriptions of the service projects, and how they are incorporated into the classroom, and the assessment of these projects, is described.

http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edswsc&AN=000309847200007&site=eds-live

*Fatma, ALKAN. "Experiential Learning: Its Effects on Achievement and Scientific Process Skills." *Journal of Turkish Science Education* 13.2 (2016)*ProQuest Central K12.* Web.

The purpose of this study is to determine the effects of experiential learning model on student teachers' achievement in chemistry as well as their scientific process skills. The pre and posttest research pattern with treatment and control groups was used throughout the study. While the treatment group received education through experiential learning model, the control group was taught within a traditional teachercentered approach. The sampling consisted of 40 student teachers studying Chemistry Education at Hacettepe University. Data collections tools were the chemistry achievement test and the scientific process skill test. As the study concluded, experiential learning is an effective approach on academic achievement and scientific process skills. The applicability of experiential learning to high school chemistry curriculum out of teaching curricula rather than those at the universities can be investigated. The impact of experiential learning on other variables can be identified.

http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=116904738&site=eds-live

Civil Engineering

*McKune, Tom. "The Academic Benefit of Experiential Learning for Civil Engineering Students on the Pietermaritzburg Campus of the Durban University of Technology." (2013)Web.

The objective of experiential learning is for the student to learn in the context of application, which is mainly problem-based and guided by the specific requirements of the industrial sector in which the work is undertaken. Students exposed to industry acquire valuable and specialized knowledge and skills by working with experienced professionals and mentors while becoming better acquainted with the work processes. Apart from experiential learning contributing to more effective learning it also has the potential to be of benefit to students and the company that trains them. The aim of this research project was to determine whether the anecdotal evidence that students do perform better once they have been exposed to a work environment, can be backed up with statistical data on a cohort of students, using academic data of 181 Civil Engineering students who have completed their studies towards a National Diploma: Engineering: Civil between 2010 and 2012. Since the final academic semester follows at least one period of experiential learning, the author believes that the ability of students to relate the experience gained during experiential

learning should be reflected in better overall academic performance.
http://eds.a.ebscohost.com/eds/detail/detail?sid=3d4e69e3-c124-47b7-b535-af660e2cb2ae%40sess ionmgr4007&vid=0&hid=4113&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=edsoai.945765922 &db=edsoai

*Price, Jennifer Mueller, and Sue Niezgoda. "Get Your Feet Wet! -- Experiential Learning Activities Along Lost Creek." *Proceedings of the ASEE Annual Conference & Exposition* (2014): 1-11. Web.

Since 2008, Lost Creek, a stream that runs through the Rose-Hulman Institute of Technology (RHIT) campus, has been utilized as an outdoor lab in Civil Engineering classes. Experiential learning activities have primarily been applied to a stream restoration course as part of a baseline monitoring program for the planned restoration of Lost Creek. The course is structured around conducting weekly field labs along Lost Creek. In this environmental river mechanics / stream restoration course, students are introduced through field labs to the concepts of fluvial geomorphology, aquatic ecosystems, and sediment transport for application in restoring impaired streams. During the quarter, the students make frequent visits to Lost Creek for the purpose of collection baseline monitoring data that is used to classify channel morphology and process, analyze stream habitat characteristics, estimate sediment transport, and analyze stream stability. The data collected during this course contributes to student learning, but also contributes to a growing database of pre-restoration monitoring of baseline conditions. By integrating experiential learning activities along Lost Creek into established civil engineering courses, we strive to enhance student knowledge of open channel hydraulics and environmental river mechanics. The effects of experiential learning activities on student learning of natural stream processes and stream restoration were measured through an analysis of the Index of Learning Styles and a qualitative assessment of student comments on course evaluations. Educational outcomes of experiential learning have been quite positive based on student feedback. The students commented that they gained a lot of valuable experience when conducting field surveys of stream geometry and sediment characteristics. During summer 2014, a restoration design will be implemented along Lost Creek, and future courses will continue to monitor the effectiveness of the restoration project with respect to stream stability. An analysis of the Index of Learning Styles and student evaluation comments will continue to be examined to determine the impact experiential learning activities have on the student learning. This has been and will continue to be a unique opportunity for students to be involved in a pre- and post-restoration monitoring program of a real world project.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ed b&AN=115955458&site=eds-live

Communications

***Childers, Courtney C., and Abbey B. Levenshus. "Bringing the Digital World to Students: Partnering with the University Communications Office to Provide Social Media Experiential Learning Projects." *Communication Teacher* 30.4 (2016): 190–194. Print.

Courses:Semester-long activities involved a Social Media course and PR Writing course; recommendations offered for other communication courses. Objectives:To provide students in advertising, public relations and related majors the opportunity to participate in a social media experiential learning project via partnership with the university communications office. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh &AN=118003831&site=eds-live*

*Fuller, Ryan P. "The Big Breach: An Experiential Learning Exercise in Mindful Crisis Communication." Communication Teacher 30.1 (2016): 27-32. CrossRef. Web.

Crises threaten high-priority goals of impacted organizations. In the field, trainings range from overviews of crisis plans to full-scale exercises that simulate a crisis. In the classroom, simulations engage multiple learning styles, and allow students to reflect on observations and provide recommendations. The objectives for this unit activity are to define and explain mindfulness, reflect on the relationship between mindfulness and crisis communication, and evaluate the effectiveness of crisis responses according to students' generation of new categories and different routines, and consideration of multiple perspectives. In the organizational communication course, students could explain the crisis according to new systems theories that attend to the self-organizing nature of crisis communication or focus on messages and interactions that amplify deviations in an organizational system. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eri c&AN=EJ1085589&site=eds-live*

*Mehra, Payal. ""Be a Radio Jockey": An Experiential Learning Assignment in a Cultural Communication." Journal of International Business Education (2014): 217-32. Web.

Educators use experiential learning techniques in the classroom to assist students in the construction of knowledge and practice critical reflection. The current article describes an experiential activity, "Be a Radio Jockey", in a cross cultural communication course in a business school against the backdrop of Bloom's Taxonomy and Kolb's Learning Cycle. Typical of a radio programme, it had to be innovative and light-hearted with nuggets of little known information about a culture. The activity was evaluated by an independent media expert and the instructor. The activity demonstrated that abstract, vague and complex concepts (such as culture and communication) can also be adequately dealt with within the confines of a classroom, provided that the instructor has planned the activity thoroughly. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth &AN=116615445&site=eds-live*

*Pihkala-Posti, Laura. "Innovative Training of Oral Communication: Berlin Kompass." *CALL Design: Principles and Practice - Proceedings of the 2014 EUROCALL Conference, Groningen, The Netherlands*. N.p., 2014. Web.

In a classical instructed language classroom setting, the practicing of communication situations is too often limited to producing isolated phrases and sentences without actually testing their relevance for the intended action. An example is describing and finding a route. In this paper, results of the early pilots with a collaborative virtual language learning environment, especially intended for learner-centered training of oral communication skills, called "Berlin Kompass," are presented. It is a new kind of a holistic and gamelike approach. A multimodal, interactive communication and action environment consisting of authentic Berlin-panoramas enables experiential learning. The communication happens in an immersive context, in which acting, problem solving and description of visual surroundings are trained collaboratively and combined with embodied interaction. The pilots, with around 200 language learners in upper secondary school and at university level, have shown that the authentic situation and the inbuilt multimodal scaffolding of the "Berlin Kompass" system motivates and enables for language learners on different levels to successfully exercise their oral communication skills in the target language. Interesting examples for the remarkable variation in the ways and strategies are given of what the users made use of in order to fulfill the task to reach a tourist attraction.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED565123&site=eds-live

*Roloff, Karen M. "Experience Is the Best Teacher: The NCA Experiential Learning in Communication Division." *Review of Communication* 14.2 (2014): 156–170. Print.

The Experiential Learning in Communication Division's 35 year history within the National Communication Association is rich both in terms of the depth and breadth of the communication scholars who have been involved over the years and in terms of the qualitative and quantitative research and scholarship.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=101348936&site=eds-live

*Roloff, Karen M. "Experience Is the Best Teacher: The NCA Experiential Learning in Communication Division." *Review of Communication* 14.2 (2014): 156–170. Print.

The experiential learning approach has been gathering substantial momentum and support in educational circles. In the team-based experiential learning project presented here, which effectively integrated theory and application, students were charged with creating an integrated marketing communications plan to demarket binge drinking on the college campus. By focusing on a topic of considerable social importance and interest to students, this quasi-live case study served as a valuable learning tool which combined both "experience" and "reflection", and provided students with practical business experience in taking on the roles of members of a "new business" team working together to analyze facts, generate strategies and create an integrated, persuasive presentation.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1052763&site=eds-live

*Taylor, Josephine Ann. "Intercultural Communication Competence through Experiential Learning: The Importance of Student Initiated Strategies and Dialogic Encounters." Gist: Revista Colombiana de Educación Bilingüe (2007): 65-89. Web.

Approaches to intercultural communication competence (ICC) generally argue the need for objective knowledge about another culture as well as knowledge about and the ability to achieve appropriate behaviors of that target culture. Most of these approaches continue to base themselves on a conception of culture as comprehensive but static. Intercultural contact in this sense is a matter of contrasting and overcoming differences between one's own culture and the host or target culture. Other approaches, however, are adopting a more multicultural and pluricultural view of intercultural competence, and a more fluid and dynamic conceptualization of culture. These approaches tend to see the intercultural dynamic as an opportunity for "third places" to emerge where entirely new cultural knowledge and behavior can be constructed through cross-cultural contact and the interaction process in itself. This view sees cultures not as fixed entities to be learned and then copied, but rather as a hybrid and emergent phenomenon of today's societies. What are needed, it is argued, are individuals who are more aware of their own "linguaculture" in a much deeper way, and who are open to exploring new identities and perspectives as part of their daily contact with others. Here, the other is not only the different culture, with the emphasis on "different," but rather the other may be anyone with whom the individual chooses to interact. This paper explores the Subculture Adaptation Project conducted with third semester students in the bilingual education program at the "Institución Universitaria Colombo Americana." Students were asked to choose a subculture to which they wanted to or needed to belong, and complete a series of tasks to document the adaptation process. This exercise reveals that students who achieved the greatest degree of adaptation were those who were not limited to focusing on differences between themselves and members of the subculture. Rather, these students consistently sought out emergent third places where they could construct relationships and interactions that brought together self and other in dialogic encounters where new understandings, relationships and identities could emerge. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1056367&site=eds-live*

*Weston, W. Wayne, and W. Wayne Weston. "Making It Real: A Practical Guide to Experiential Learning of Communication Skills." *Health expectations: an international journal of public participation in health care and health policy* 10.3 (2007): 303–304. Print.

http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edswsc&AN=000248996500013&site=eds-live

*Zhan, Wei, Jay R. Porter, and Joseph A. Morgan. "Experiential Learning of Digital Communication Using LabVIEW." *IEEE Transactions on Education* 57.1 (2014): 34–41. Print.

This paper discusses the design and implementation of laboratories and course projects using LabVIEW in an instrumentation course. The pedagogical challenge is to enhance students' learning of digital communication using LabVIEW. LabVIEW was extensively used in the laboratory

sessions, which better prepared students for the course projects. Two course projects were designed to familiarize the students with virtual instrumentation, data acquisition, Modbus communication, and simple closed-loop control. One project involved the instrumentation and control of a brushed dc permanent magnet motor; the other involved the instrumentation and control of a small-scale temperature chamber. Students used one computer, functioning as a Modbus slave, to measure the motor speed or temperature inside the chamber and to turn the motor or lightbulbs on and off. Another computer, functioning as a Modbus master, reads the measurements using Modbus communication protocol via RS-485 wires, compared the measurements to the set points, made control decisions, and sent the commands to the Modbus slave for actuation. The effectiveness of student learning is analyzed using student survey data.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edswsc&AN=000331293600006&site=eds-live

Communications (Communications Management)

*Kalman, Frank. "Follow the Leader." *Chief Learning Officer* 11.2 (2012): 20-4. Web.

The article discusses executive abilities that are needed for success in a globalized business environment. Corporate executives who have both soft skills and leadership ability are better able to recognize an employee's potential as a leader and train employees to lead. Topics include strategic planning, communication in management, and experiential learning.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=oih&AN=70869648&site=eds-live

Communication (Journalism)

*Liu, Min. "Fostering Civic Engagement in the Communication Research Methods Course."
Communication Teacher 25.3 (2011): 166–174. Print.

Civic engagement has become an essential learning goal for institutions throughout higher education. Communication scholars employ various pedagogical tools to foster civic engagement. For instance, service learning has been shown to increase political and community engagement in courses such as family communication and public relations. Teachers of journalism and business communication engage their students in experiential learning activities designed to help students connect their life experiences with classroom learning. This article presents a method of teaching the undergraduate communication research methods course with an emphasis on civic engagement. The method presented in this article engages students in a semester-long project, for which they use research methods knowledge and skills to solve a problem or address a need in the community. This empowers students to serve their community through empirical communication research, and helps students see how communication research can solve real life organizational and social problems. A list of references and suggested readings is included.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ961350&site=eds-live

Communication (Public Relations)

*Carroll, Victoria. "The Changing Landscape of Higher Education: Experiential Learning in Public Relations for the Millennial Generation." Los Angeles, California, 2014. Print.

This paper examines the changing landscape of higher education and its significant impact on the current Millennial generation. More specifically, it identifies the Millennial generation's expectations of today's universities and how these can be met with the implementation of the experiential learning model. The purpose of this study is not only to investigate the relationship between higher education and the Millennial generation, but also to explore this generation's future if the higher education learning model continues to remain unchanged. Another aim is to evaluate the experiential learning model and the contributions it has made to education in the past, with the ultimate outcome of developing recommendations on how to effectively integrate this model into today's model. To support these recommendations, an assessment was made on three different Public Relations/Communication programs that highlight experiential learning offerings from Southern California-based universities. These institutions included the University of Southern California, Pepperdine University and Chapman University. The key issues discussed in this paper include the origins of education in the United States, the current state of higher education and the factors that have led to this situation, the differences between the Millennial generation and past generations, how these differences can be addressed in higher educational institutions through the implementation of experiential learning, and the impact that the Millennial generation's success or failure will have on the economy. Results reveal that the Millennial generation will be the most educated generation in U.S. history, with impacting factors including the Great Recession of 2008, and this group expects a college degree to provide them with the necessary experience to secure employment. The principal conclusion is that higher education should not just listen to what the Millennial generation expects from a college education.
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Computer Engineering

*Botelho, Wagner Tanaka et al. "Kolb's Experiential Learning Theory and Belhot's Learning Cycle Guiding the Use of Computer Simulation in Engineering Education: A Pedagogical Proposal to Shift toward an Experiential Pedagogy." *Computer Applications in Engineering Education* 24.1 (2015): 79–88. Print.

This work aims to contribute to a rethinking of the computer simulation used in the high education in Engineering. In order to design a set of simulation laboratory activities, a pedagogical proposal is presented on basis of Kolb's Experiential Learning Theory and Belhot's Learning Cycle. The chosen content to be taught is the Ant Colony Optimization (ACO) technique that is adapted and

implemented in RoboMind software. The pedagogical approach presented in this paper can act as a reference point for debates in Engineering Education area, considering the use of the Kolb's theory as a model for development of teaching-learning process and computer simulations as a didactic tool. Finally, some recommendations are offered in order to help future works, as well as to consolidate the implementation of this pedagogical proposal in real case studies.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=iih&AN=112337693&site=eds-live

Computer Technology

*Justice, Connie, and Liem Do. "IT Experiential Learning: The Living Lab." *2012 Frontiers in Education Conference Proceedings*. N.p., 2012. Web.

In today's competitive job market, businesses will hire people with the relevant work experience, which creates quite a challenge for graduating students. Thus, graduating students also need experience to go with their degrees in order to be competitive in current job market. To better prepare our students, the Computer Information Technology program developed an experiential learning program called the "Living Lab". The Living Lab provides real world experience in all aspects of information technology to students by assigning various projects in a real work environment. This allows students to apply their classroom learning and develop the skills and experience needed to prepare them for today's competitive job market, which is the mission of the Living Lab. Just like the name, the Living Lab experiences remain ever evolving and complicated; thus, finding ways to effectively assess learning persists as a challenge. In this paper, we will show how the Living Lab evolved and the organization, management, and assessment tools used in order to provide students the best experience to assist in their obtaining jobs. Further discussions will show our findings and the innovative ways the lab evolved to take into account the blending of processes, business practices, and academic rigor.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=86533541&site=eds-live

Criminal Justice

*George, Molly et al. "Learning by Doing: Experiential Learning in Criminal Justice." Journal of Criminal Justice Education 26.4 (2015): 471–492. Print.

This article highlights the efforts of colleagues in a criminal justice department to offer experiential learning opportunities (ELOs) to undergraduate students. Operating within the framework of a liberal arts curriculum, we provide criminal justice majors with a range of opportunities that fall under the general rubric of "experiential learning", including the following: internships, field trips, service-learning, and research projects. Our goal was to combine the academic rigors of traditional, classroom-based learning with exposure to hands-on, real-world, subject-based knowledge. We

explain the multistage framework that is used to tie all of our ELOs together across the curriculum. Results from a senior and alumni survey indicate that experiential learning offers significant academic and professional benefits for students.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=oih&AN=110360920&site=eds-live

Curriculum,Instruction and Professional Development

*Ortaçtepe, Deniz, and Ayşe S. Akyel. "The Effects of a Professional Development Program on English as a Foreign Language Teachers' Efficacy and Classroom Practice." *TESOL Journal* 6.4 (2015): 680–706. Print.

The purpose of the present study is twofold: (1) to investigate the relationship between the efficacy of teachers of English as a foreign language (EFL) and their self-reported practice of communicative language teaching (CLT) and (2) to examine the impact of an in-service teacher education program on teachers' efficacy and self-reported and actual practice of CLT. Data came from a Teachers' Background Questionnaire, English Teachers' Sense of Efficacy Scale (Chacon, 2005), Communicative Orientation of Language Teaching (COLT; Spada & Frönlich, 1995), and the questionnaire version of COLT. Fifty Turkish EFL teachers working in eight schools responded to the questionnaires, and 20 of them were observed. The findings indicate that after the in-service education program, the teachers not only improved their practice of CLT but also became more efficacious. The findings highlight the importance of awareness-raising activities for professional development programs as well as the need for multiple instruments to analyse the extent to which teachers' self-reported beliefs and practices concur with their observed teaching practice.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mzh&AN=2016650682&site=eds-live

Design of Experiments
*Weicht, Martina, Dennis Maciuszek, and Alke Martens. "Designing Virtual Experiments in the Context of Marine Sciences." *2012 IEEE 12th International Conference on Advanced Learning Technologies*. N.p., 2012. Web.

In the context of an EU project we discuss design decisions regarding virtual experiments contrasting discovery learning and experiential learning approaches.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edseee&AN=edseee.6268231&site=eds-live

Engineering

*Lynch, Daniel R., and Jeffrey S. Russell. "Experiential Learning in Engineering Practice." *Journal of Professional Issues in Engineering Education and Practice* 135.1 (2009): 31–39. Print.

The American Society of Civil Engineers is asserting an increasingly broad and deep body of knowledge (BOK) that reflects contemporary expectations for professional leadership. The BOK is to be fulfilled with a combination of formal education and practical experience. The formal education part includes renewed emphasis on an integrated base of liberal learning, greater technical breadth, specific professional preparation, and mastery of a specialization. Important elements of cognitive development are "assigned" to pre licensure experience. Among these are several learning outcomes critical to realizing the announced vision of the professional for the current century. The current system of pre licensure experience is inadequate and will not perform without structural change. The shortfall lies in the arrangements for fulfilling and validating specific learning outcomes beyond the university. The status quo in engineering is reviewed and compared with other professions. A model program is sketched in terms of specifications and some suggested actions.

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*Lee, Joo Hyoung, Bob G. McCullouch, and Luh-Maan Chang. "Macrolevel and Microlevel Frameworks of Experiential Learning Theory in Construction Engineering Education." *Journal of Professional Issues in Engineering Education and Practice* 134.2 (2008): 158–164. Print.

The experiential learning theory is one of the best-known learning theories in education and has been explored and developed for decades through various studies in higher education. This learning method is expected to provide a significantly better learning environment for engineering subjects, such as construction techniques and design methods and alternatives, which may occur in most of the construction engineering disciplines. Nevertheless, the theory has hardly been used in construction engineering courses. In this study, the authors perform an in-depth review of the learning theory and present a case study, formwork design example, wherein the theory can be explicitly applied in construction engineering education. Research findings reveal students' responses to the learning theory and lessons learned. Correlation analysis is conducted to explore how students' performance in learning can be influenced by this learning theory.

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*Chan, Cecilia Ka Yuk. "Assessment for Community Service Types of Experiential Learning in the Engineering Discipline." *European Journal of Engineering Education* 37.1 (2012): 29–38. Print.

While experiential learning has been increasingly explored and adopted by higher education institutions, few have researched the appropriate assessment methods that can be aligned with the learning outcomes of experiential learning. A literature review on the diverse forms of assessment currently used for community service types of experiential learning in higher education is presented in this paper to review their appropriateness in assessing experiential learning. The paper also describes the assessment framework of the University of Hong Kong Sichuan Reconstruction Community Service Project, which is incorporated into a multidisciplinary community service learning project. Feedback from students and teachers are reviewed to gauge their preferences

towards these assessments, as well as their opinions on assigning academic credits to experiential learning projects. (Contains 2 tables.)
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Entrepreneurship

*Belkhir, Lotfi. "Embedding Sustainability in Education through Experiential Learning Using Innovation and Entrepreneurship." *Higher Education Studies* 5.1 (2015): n. pag. Web.
In this pedagogical study, we introduce the design and findings of a pilot study on the effectiveness of a new Engineering graduate course, "Total Sustainability Management", in teaching and learning sustainability, both at the cognitive and the management level. The design of an "arms-length" anonymized pre- and post-course questionnaires was driven by the course key objectives and adopted framework of sustainability competencies. The findings and questions raised from this pilot study inform the proposed design of further study and, more importantly, the development of a framework for teaching and learning--and thus measuring--sustainability in graduate, interdisciplinary Engineering education.
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*Mason, Colin, and Norin Arshed. "Teaching Entrepreneurship to University Students through Experiential Learning: A Case Study." *Industry and Higher Education* 27.6 (2013): 449–463. Print.

The view that entrepreneurship education should be based on experiential approaches to learning is gaining ground. However, there is both little discussion in the literature on what form experiential education should take and a paucity of examples of experiential approaches to learning. This paper helps to fill these gaps. It provides a case study of an experiential learning assignment that formed an important part of a first-year entrepreneurship course in a Scottish university. It describes how the assignment was designed, what activities were undertaken by students and, using their learning reflections for evidence, identifies the learning outcomes and the effect on entrepreneurial intent, motivations and capabilities. The evidence suggests that the assignment was an effective learning experience for the students, complementing and reinforcing prior classroom learning through application. It facilitated learning about the real world of the entrepreneur, something which would otherwise not have been possible, and had a positive impact on entrepreneurial intentions.
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Exercise Physiology

*Krane, Carissa M. "A Capstone Experiential Learning Exercise for Undergraduate Physiology

Laboratory Courses." *Advances in physiology education* 29.4 (2005): 208–210. Print.
http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mn
h&AN=16298958&site=eds-live

Geology

*Peterson, Joseph E. et al. "Laser texture scanning and 3D printing as tools for geoscience education and outreach." N.p., 2016. Web.

Introductory college coursed in the geosciences are commonly where students are first exposed to fundamental geologic concepts and materials such as minerals, rocks, fossil formation and deep time. However, students are often limited in their access to these materials. Study sets are available for students to use in the classroom, but accessing these materials outside of class poses a challenge. Furthermore many important fossil specimens and reference collections of common vertebrate materials are not available to students due to rare and/or fragile nature. While standard injection-molded casts of these specimens are available to educators, casts remains relatively expensive and are often time-consuming to produce. Recent advances in low-cost 3D laser texture scanning and 3D printing have brought these technologies to a variety of industries, classrooms, public demonstrations, and personal use. This project has developed a series of supplemental learning tools in the form of a) interactive 3D PDF files that include digital models of introductory geologic materials that are accessible on a PC or mobile device, b) the development of a collection of 3D printed models of fossils and other geological materials that permit interactive learning, and c) a series of live 3D scanning and printing demonstrations to bring this technology to the public. Commonly-studied introductory geologic materials were digitized with a NextEngine Desktop 3D Laser Texture scanner, converted into interactive 3D PDF files, and distributed to students as a supplemental study aid. In addition to the interactive files, ABS plastic 3D models of previously digitized fossil specimens and 3D topographic maps were printed for classroom use and study. Furthermore a series of live demonstrations of the laser scanning and 3D printing workflow process has been brought to the Burpee Museum of Natural History in Rockford, IL as a way of engaging the public on the incorporation of new technologies in the paleontological and geological sciences. This project promotes a more experiential learning environment for introductory geology students and the public by providing them with interactive learning tools that will assist in laying the foundations of a robust geoscience education and encourages public engagement in other STEM fields.
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ionmgr4010&vid=0&hid=4113&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=2016-081121&db=
geh

Higher Education Administration

*Gerlach, John David, and Tyler P. Reinagel. "Experiential Learning in MPA Programs: A Case for Complementarity between Internship and Service Learning Requirements." *PS, political science & politics* 49.01 (2016): 132–138. Print.

Experiential learning is a growing practice in higher education today. Master of Public Administration (MPA) programs use experiential learning to expose students to application and reinforcement of academic theories and concepts. This most often is accomplished through a required internship. This article argues for the addition of service learning requirements to MPA curricula. A complementary relationship between internship and service learning requirements yields four primary benefits: (1) further involvement of pre-service and in-service students in experiential-learning activities; (2) additional exposure to real-life application of course concepts; (3) better and more targeted classroom reinforcement mechanisms; and (4) additional community benefit. Complementarity between internship and service learning requirements allows the best of each experiential-learning approach to augment the other. We contend that this produces better-prepared MPA graduates by exposing them to a more diverse set of immersive learning opportunities and application scenarios.
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History

*Cronin, Shawna. "Reflections on Gender Issues in Work Transitions in Chile." *Work* 44.1 (2013): 89–91. Print.

Objective: To explore the work transitions of Chilean women. Participants: Observations and dialogue of Chilean women and their experiences in current and past work. Method: A personal and historical reflection to understand the experiences of work for Chilean women. Results: Exploring work transitions requires an understanding of the macro level historical impact on the participation of women in work in Chilean society. Conclusions: Macro level factors such as participation in the free labour market economy ultimately impacts on the individual choices of the women of Chile regarding their opportunities to transition into productive paid employment. The understanding of work transitions must consider the influences of the labour market economy.
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*Hamlin, Françoise N. "Courting the Senses: Experiential Learning and Civil Rights Movement Pedagogy." *The Black scholar* 46.4 (2016): 16–32. Print.

The article discusses the benefits of experiential learning of civil rights movement history in higher education in the U.S. The author reflects on the outcomes of the City as Text program, devised by Bernice Braid, he witnessed over the course of six trips in Mississippi which allowed him to connect the civil rights movement history to 2013.
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Interdisciplinary Studies

*Wiese, Nila M., and Daniel J. Sherman. "Integrating Marketing and Environmental Studies Through an Interdisciplinary, Experiential, Service-Learning Approach." *Journal of Marketing Education* 33.1 (2011): 41–56. Print.

This article describes and evaluates an interdisciplinary, experiential service-learning project that combined environmental studies and marketing courses at a liberal arts college over a 2-year period. The inherent tensions between these two disciplines regarding issues of environmental protection and conservation make this project's contribution unique. The project is in line with the increased emphasis on environmental issues as a key strategic consideration for both marketing academics and practitioners. Environmental studies students identified and prioritized solid waste streams. Marketing students developed social marketing initiatives aimed at reducing the high-priority waste streams. The two best initiatives were implemented by students via pilot projects in environmental studies and marketing courses. Students in environmental studies were able to identify and apply ways in which marketing tools can be employed to promote social causes and effect positive environmental behavioral change. Marketing students applied marketing concepts to a real-life situation, while gaining a greater awareness of environmental issues and the role of businesses in environmental stewardship. The authors summarize the project's learning objectives, planning and design, implementation, and assessment of learning outcomes. Challenges and obstacles encountered and recommendations for the development and implementation of similar learning projects are also discussed.
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International Business

*Erselcan, Feray. "Relevance of Education to Real Life and of Real Life to Education – Experiential Learning for International Business." *Procedia - Social and Behavioral Sciences* 177 (2015): 401–405. Print.

Experiential learning, or learning by doing approach actively involves the students in a concrete experience and helps them to become confident. As compared to traditional classroom based learning – which might even include a component of experiential learning such as business simulations, our model of "Experiential Learning" which was developed on the principle of "linking classroom with the business community" not only targets skill building, but it also seeks to benefit the local businessmen in their efforts to open up to new markets. Therefore it includes a real life experience and contact with real business people; allowing students to become not only confident but also more "motivated". In this study, we will share our first outcomes of an ongoing research project covering a series of experiential learning methods. We have developed an experiential learning model for students of international trade and marketing in Gediz University, a foundation university unique for hosting more than 70 nationalities in Izmir, Turkey. The project covers the small and medium sized enterprises (SME's) in the region, which are in need of support in terms of accessing international markets. One of our aims was also to examine how the

multicultural nature of a university can be utilized also for the benefit of the local business. Our findings show that the impact of such a real life experience model on student interest and motivation is high.

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Literacy

*Mavodza, J. "Integrating Experiential Learning Into Information Literacy Curriculum." *The Experiential Library*. N.p., 2017. 3–14. Print.

In the information literacy (IL) curriculum, courses can be designed to provide students hands-on experience, based on concepts that relate to Kolb's theory of experiential learning (EL). If accompanied by reflective practice as discussed by Brookfield and Moon, it helps not only IL teaching, but also encourages librarians to enhance their practice. IL teaching is enhanced when it follows a general curriculum that is geared towards service learning. Service learning involves community outreach with IL integrated into the educational processes. This approach increases the chances that IL skills will be retained even after formal classes have ended. At Zayed University (Abu Dhabi, United Arab Emirates), the provision of field-based EL with reflective practice, where previous work-related knowledge may be scarce, is intended to prepare graduating students to be work-ready.

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Management Information Systems

*Schneckenberg, Dirk. "Easy, Collaborative and Engaging – the Use of Cloud Computing in the Design of Management Classrooms." *Educational Research* 56.4 (2014): 412–435. Print.

Cloud computing has recently received interest in information systems research and practice as a new way to organise information with the help of an increasingly ubiquitous computer infrastructure. However, the use of cloud computing in higher education institutions and business schools, as well as its potential to create novel learning environments remains an under researched topic. To address the research gap, this paper investigates how the capabilities of cloud computing have fostered collaborative learning processes of students in the design of management classrooms. The research project has taken place in a three-year period and has covered five post-graduate knowledge management classes, which have been situated in the context of business education. By illuminating mutual interrelations between learning factors, constructivist principles and cloud computing properties, the paper enriches the literature on the innovative use of information system technologies in universities and business schools. The paper provides, in addition, practice-oriented insights for pedagogical and methodological choices that undergird the capabilities of cloud platforms to foster collaborative learning processes of students in higher education institutions.

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Marketing

*Duke, L. M., J. B. MacDonald, and C. S. Trimble. "Collaboration between Marketing Students and the Library: An Experiential Learning Project to Promote Reference Services." *College and research libraries* 70.2 (2009): 109–122. Print.

As with most academic libraries, declining reference transactions has been a concern at Illinois Wesleyan University's Ames Library. After grappling with the problem unsuccessfully, librarians sought input from students on how to address this issue. Collaborating with a professor in the Business Administration Department, a two-class series focusing on real-world marketing issues took on the challenge of how best to promote reference services to students. Student-generated surveys and marketing ideas proved useful for making changes to the library's reference services and for publicizing the service, resulting in an increase in reference transactions between students and librarians.
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*Greene, Henry. "Freshmen Marketing: A First-Year Experience with Experiential Learning." *Marketing Education Review* 21.1 (2011): 79–88. Print.

This paper describes an experiential learning activity designed for a New England university freshmen course, BUS101-Marketing First-Year Experience (FYE). The purpose of the activity is to teach basic principles of marketing, develop a general perspective of business, and provide FYE activities that facilitate the college transition. The specific activity described in this paper is designed to make the learning experience educational, relevant to everyday business and marketing practices, and memorable to students in a personally satisfying manner. The Great Cookie Challenge activity, an experiential activity described in this paper, provides an opportunity to link marketing concepts with FYE activities in a businesslike setting. The paper concludes with reflections on the experience and recommendations for modifications to the activity
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Mathematics

*Davidovitch, Nitza, Roman Yavich, and Nelly Keller. "Mathematics And Experiential Learning Are They Compatible?" *Journal of College Teaching & Learning (TLC)* 11.3 (2014): 135. Print.

In the process of experiential learning, students acquire skills and values as the consequence of a direct experience. Experiential learning draws on senses, emotions, and cognition and appeals to learners' entire being. Such learning, by nature, enables the development of a variety of capabilities,

such as planning, teamwork, coping with stressful situations, responsibility, and leadership. Experiential learning has many different definitions; it is referred to here as a "sequence of events that include one or more specific study objects requiring active involvement of learners in various stages of the process" (Walter & Marks, 1981, p. 1). This definition perceives the process of experiential learning as an active practice in which learners leave the conventional situation of mediated learning in favor of unmediated learning through practice. Experiential learning is based mainly on the behavioral-cognitive approach, which contends that change on the cognitive level might occur amidst an experience and project onto behavioral and emotional aspects as well. In the current article, an academic project, Mathematical Debate, which is an integrative part of the strategy and process of experiential learning is presented. The strategy of experiential learning is part of the perception of planning courses guided by a learning-focused approach, which emphasizes the formulation of learning outcomes. Planning a course in a learning-focused approach helps create dialogue between the academic faculty and students and leads to compatibility between the learning outcomes (course goals) and the teaching methods and goals of evaluation. The purpose of this article is to present the need for paradigmatic change and the transition from planning a content-focused course to planning a course that is focused on learning and on the experience of learning. This article shall present a case study of a course in the "backward design" method, which is compatible with the learning-focused paradigm. The challenges posed by this method will be discussed as well.
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Mechanical Engineering

*Malicky, David M., James G. Kohl, and Ming Z. Huang. "Integrating a Machine Shop Class into the Mechanical Engineering Curriculum: Experiential and Inductive Learning." *International Journal of Mechanical Engineering Education* 38.2 (2010): 135–146. Print.

Research has demonstrated that inductive learning promotes deep knowledge structures, critical thinking and intellectual development. Industrial employers seek graduates with integrated knowledge and hands-on skills. This paper shows how a project-oriented machine shop practice course has been integrated with other courses, following an active and inductive learning model. Specific projects included a fast-return actuator, a simple acoustic guitar, a compressed-air engine and a catapult. These projects were chosen and executed to interface with concurrent and future courses, adding depth, ownership, enthusiasm and an experiential basis for the entire learning experience. Assessment data indicate high course value and support for future coursework. This model transforms the traditional, deductive learning model into inductive and active learning.
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Music

*O'Neill, Susan A., Canadian Music Educators' Association, and Canadian Music Educators' Association Staff. *Music and Media Infused Lives: Music Education in a Digital Age*. N.p., 2014. Print.

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Philosophy

*Oxley, Julinna, and Ramona Ilea. *Experiential Learning in Philosophy*. Routledge, 2015. Print.

In this volume, Julianna Oxley and Ramona Ilea bring together essays that examine and defend the use of *experiential learning* activities to teach philosophical terms, concepts, arguments, and practices. Experiential learning emphasizes the importance of student engagement outside the traditional classroom structure. Service learning, studying abroad, engaging in large-scale collaborative projects such as creating blogs, websites and videos, and practically applying knowledge in a reflective, creative and rigorous way are all forms of experiential learning. Taken together, the contributions to *Experiential Learning in Philosophy* argue that *teaching* philosophy is about *doing* philosophy with others. The book is divided into two sections: essays that engage in the philosophical debate about defining and implementing experiential learning, and essays that describe how to integrate experiential learning into the teaching of philosophy. *Experiential Learning in Philosophy* provides a timely reflection on best practices for teaching philosophical ideals and theories, an examination of the evolution of the discipline of philosophy and its adoption (or reclamation) of active modes of learning, and an anticipation of the ways in which pedagogical practices will continue to evolve in the 21st century.
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Political Science

*Doherty, Leanne. "Gender Mainstreaming in Political Science Experiential Learning Programs." *Politics & Gender* 9.02 (2013): 223–227. Print.

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Project Management

*Lee, Wee-Leong. "Spreadsheet Based Experiential Learning Environment for Project Management." *Proceedings of the 2011 Winter Simulation Conference (WSC)*. N.p., 2011. Web.

Research has demonstrated that people learn best when they are actively involved in the learning process. Games and simulations are especially effective as discovery learning approaches since they

pull learners into the learning experience in interesting, fun and challenging ways. This article seeks to demonstrate the effective use of simulation and gaming technique in providing an engaging and high-energy approach to teaching the concepts and best practices of project management that will have practical and lasting value. The project management game described here provides a means of immersing people in situations that mimic the complexities of the real world, challenging them to take risks and make mistakes without real consequences.
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Reading

*Malinen, Anita. *Towards the Essence of Adult Experiential Learning: A Reading of the Theories of Knowles, Kolb, Mezirow, Revans and Schön*. Sophi, 2000. Print.

This book seeks to locate the essence of adult experiential learning, a central phenomenon in adult education. Chapter 1, The Theme of Adult Experiential Learning in Research, addresses theory building in adult education and developing a deeper understanding of adult experiential learning. Chapter 2, Theoretical Underpinnings and Methodology, describes sources, how to generate the research problems, and these methodological principles: hermeneutical text interpretation and grounded theory method. Chapter 3, Knowledge and Knowing in Theories of Adult Experiential Learning, considers the overall attitudes of Knowles, Kolb, Mezirow, Revans, and Schon to knowledge and knowing. Chapter 4, Individual Dimensions of Adult Experiential Learning, examines what "experience" means to the five scholars; how they describe the act of learning; how reflection and learning are related; how they define "the end point" of learning; and how learning and development are linked. Chapter 5, Social Dimensions of Adult Experiential Learning, addresses what kind of andragogical implications seem to follow from the individual dimensions of experiential learning; how an adult educator comes into the individual learner's learning; what kind of "being-with" an individual learner requires; and what an educator does. Chapter 6, Conclusion, gives a general profile of adult experiential learning by re-constructing its main categories and recommends directions for future research and practice.
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*Sălăvăstru, Dorina. "Experiential Learning and the Pedagogy of Interrogation in the Education of Adults." *Procedia - Social and Behavioral Sciences* 142 (2014): 548–552. Print.

In the lengthy debate which puts in opposition pedagogy and andragogy, the adult is defined according to his ability to use his gained experience. In this study, we start from the idea that the experiential learning and the pedagogy of the interrogation should be privileged as learning models for the adult age. From this perspective, we propose different reading grills of the experiential learning cycle (based on the model of D. Kolb and on the model of P. Jarvis) in order to outline to what degree the learning at adult age aims at the building of knowledge versus giving meaning to

the daily experience. Also, we outline ways of going from the pedagogy of answer to the pedagogy of interrogation, the only one capable of making critical reflection permanent at adult age. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S1877042814045923&site=eds-live*

Religious Studies

*Carbine, Rosemary P. "Erotic Education: Elaborating a Feminist and Faith-Based Pedagogy for Experiential Learning in Religious Studies." *Teaching Theology & Religion* 13.4 (2010): 320–338. Print.

This essay explores intersections among Jesuit, Quaker, and feminist theologies and pedagogies of social justice education in order to propose and elaborate an innovative theoretical and theological framework for experiential learning in religious studies that prioritizes relationality, called erotic education. This essay then applies the relational rationale of erotic education to interpret the author's design of a service or community-based learning component in a course about contemporary U.S. Christian social justice movements, offered in both religiously-affiliated and religiously-inspired liberal arts colleges. The course case study not only chronicles the author's evolving pedagogical praxis as a feminist theologian teaching in Jesuit and Quaker institutions, but also is grounded in how the author's course embodies erotic education, that is, how specific objectives, learning practices, and assignments build and bolster relationships among students (in peer-to-peer small groups inside and outside the classroom) as well as among students and their community sites. In developing this framework and implementing it within this particular course, the author argues that erotic education emphasizes the naming and training of our existential desires for interpersonal relations in order to upbuild not only the individual but also the common good. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=hlh&AN=54286918&site=eds-live*

Sociology

*Lee, Matthew T., Julia Wrigley, and Joanna Dreby. "The Research Article as a Foundation for Subject-Centered Learning and Teaching Public Sociology: Experiential Exercises for Thinking Structurally About Child Care Fatalities." *Teaching Sociology* 34.2 (2006): 173–187. Print.

This paper is the latest installment in a series that is designed to bridge the gap between teaching and practice by developing classroom applications based on a current research article from the American Sociological Review. We discuss the ways in which a recent ASR paper on child care fatalities can be used to help students explore Burawoy's conception of 'public' sociology in a manner that is consistent with a subject-centered pedagogical approach. To illustrate this approach, we offer three experiential exercises designed to facilitate the active engagement of students' hearts, as well as their minds, thereby linking our subject-centered approach to the increasingly popular notion of character education.

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swss&AN=000237146600009&site=eds-live*

Sport Management

*Foster, Susan Brown, and John E. Dollar. *Experiential Learning in Sport Management: Internships and Beyond*. N.p., 2010. Print.

*http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=cat
02016a&AN=day.b2401330&site=eds-live*

**Dees, Windy, and Todd Hall. "Creating Experiential Learning Opportunities for Sport Management Students: The Case of Grand Slam Marketing." *Sport Management Education Journal* 6.1 (2012): 71–80. Print.

Experiential learning (EL) is a pedagogical approach in which students are given the opportunity to apply conceptual knowledge to practical situations (Muir & van der Linden, 2009; Rogers, 1969). Experiential learning opportunities are one way that sport management programs are preparing graduates for employment in the industry. Southall et al. (2003) suggest the creation of a meta discrete EL model in which sport management programs provide out-of-classroom learning opportunities under the guidance of faculty mentors, which are offered throughout the entire college experience. Grand Slam Marketing (GSM) at Georgia Southern University is a prime example of the meta discrete EL model prescribed by Southall. GSM is a faculty-guided, student organization at Georgia Southern University (GSU) that is comprised of undergraduate and graduate students from a variety of majors including sport management. A plethora of implications for professors and students can be formulated from evaluating the GSM model and are discussed in the manuscript. *http://libproxy.udayton.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ed
b&AN=87645241&site=eds-live*

*Pate, Joshua R., and David J. Shonk. "An Experiential Learning Trip: Exploring Student Experiences and Motivations for Volunteering at the Super Bowl." *Sport Management Education Journal* 9.1 (2015): 11–24. Print.

The purpose of this study was to explore the experiences of sport management students during an experiential learning trip to Super Bowl XLVII in New Orleans, LA. A secondary purpose of the study was to explore and describe why students were motivated to participate in the trip. The study draws from theories of student and volunteer motivation. A qualitative approach was employed using ethnography that detailed the accounts of 11 students and 2 professors from James Madison University who volunteered to work events surrounding the Super Bowl. The findings revealed three themes: learning, career empowerment, and on-site preparation. This type of experiential trip can be replicated by other sport management educators and the findings can assist in further developing the literature on experiential learning.

Systems Engineering

*Bodner, Douglas A. et al. "Designing an Experiential Learning Environment for Logistics and Systems Engineering." *Procedia computer science* 16 (2013): 1082–1091. Print.

Systems engineering increasingly addresses the system lifecycle, as opposed to its more traditional role focusing on design and development. This new situation results in part from the recognition that upstream design and deployment decisions have potentially significant cost and performance implications post-deployment. For military systems, the role that typically addresses post-deployment issues is the logistician. Over the system lifecycle, it is important that the traditional roles of systems engineer and logistician understand issues faced by one another, as well as joint cost and performance implications. This paper presents the design of a role-based experiential learning environment for logisticians involved in military sustainment. This design leverages the generic components of an existing single-learner technology base, the Experience Accelerator, for presenting and controlling the learner experience, plus simulating program outcomes resulting from learner decisions. This technology base has been used to create a learning experience for a lead systems engineer in charge of designing and developing a new unmanned aerial vehicle (UAV) system. In this new environment, the logistician learner interacts with systems engineers during UAV system acquisition and sustainment, learns about systems engineering issues and their effect on logistics, tries to influence upstream systems engineering decisions, and also performs logistics functions.

Teacher as Leader

*Hamdan, Kamal, and James Borden. "The Development of the Teacher-Leader through the TTT Lab School." Advances in Educational Administration. N.p., 2014. 239–258. Print.

This chapter highlights the development of the 21st century teacher leader through experiential learning environment of the Transition To Teaching Lab School (TTT), a California State University Dominguez Hills alternative route to certification program in partnership with Cal State Teach and several high-need school district representing urban and rural areas across the state of California. The Lab School serves as a biome for perspectives of contemporary constructivists, revolutionary pedagogy, and practical application in a real-world school setting, whereby the teacher-leader can ultimately expand his or her perspective of potentially enlarging their sphere of influence beyond the classroom, and to the community and society.

Technology Enhanced Learning

*Mattera, Marina et al. "Creativity in Technology-Enhanced Experiential Learning: Videocast Implementation in Higher Education." *International Journal of Technology Enhanced Learning* 6.1 (2014): 46. Print.

In recent years scholars have devoted significant resources to research how the learning process can be improved. Developments in information and communication technologies have also enabled the learning experience to expand beyond traditional settings into an online environment, allowing for education to take place anywhere, anytime. This has led to programmes that are adapted to the needs and possibilities of each learner, increasing the competency of students across disciplines, as well as ensuring an environment for lifelong learning. The present study assesses the implementation of videocast as a creative tool to promote technology-enhanced experiential learning. It demonstrates that videocast improves learners' awareness of their strengths and weaknesses, thereby leading to increased self regulated learning.
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