



Experiential Learning Theory Bibliography

**Volume 2
2006-2010**

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The bibliography contains 694 references on experiential learning theory from 2006-2010. The bibliography is in PDF and formatted in APA style. Many research studies listed in the bibliography can be accessed through research databases such as: Web of Science Citation Index, MEDLINE, Education Abstract, Dissertation Abstract, ERIC Document, Google Scholar and others. For online access to the bibliography, the Learning Style Inventory and other experiential learning resources go to www.learningfromexperience.com Please send any additions and corrections to dak5@msn.com Revised 1/15.

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The integration of the innovation process model with the learning process model provides clear implications for how to structure an innovation team. Many organizations construct cross-disciplinary innovation teams by selecting members from, for example, engineering, marketing, and operations. While there is no doubt that functional representation on a team is crucial,⁶⁶ the integrated innovation process as a learning model suggests that there should also be representation from each of the learning styles on the team if it is to successfully execute the innovation process. In fact, research shows that teams with representation from the four learning styles outperform teams with more homogeneous makeup in a number of studies (not necessarily all innovation-related).⁶⁷

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Study tours can help internationalize curricula and prepare students for global workplaces. We examine benefits of tours providing deep-level learning experiences rather than industrial tourism using five main theoretical frameworks to highlight the diverse learning benefits associated with intensive study tours in particular. Relevant theoretical models are Kolb's Experiential Learning Model, Gregorc's Style Delineator, Felder-Silverman Index of Learning Styles, VARK Questionnaire, and Dunn and Dunn's Learning Style Model. Intensive study tours address nearly all the styles and techniques encompassed by these models.

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Kolb's experiential learning theory has been widely influential in adult learning. The theory and associated instruments continue to be criticized, but rarely is the graphical model itself examined. This is significant because models can aid scientific understanding and progress, as well as theory development and research. Applying accepted modelling and categorization criteria to Kolb's basic model reveals fundamental graphic syntax errors, a failure to meet modellers' graphic sufficiency and simplification tests, categorization and definitional problems relating to learning activities and typologies, misconstrued bi-polarities and flawed logic. We propose guidelines for recasting the model with a view to overcoming these weaknesses, guiding future research and theory development, and starting to integrate the disparate field of experiential learning.

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Stagnant student achievement in science education in the United States has placed an increased emphasis on teacher professional development. Since many elementary educators could benefit from improved science content knowledge—and given the challenge of providing this at a level scalable and sustainable through face-to-face delivery alone—this study sought to understand what types of online self-directed content-interaction strategies are of greatest learner satisfaction and provide the highest learning impact for teachers in grades three – six. Employing Anderson’s Equivalency of Interaction Theorem, and looking at age, years teaching experience, and learning preferences via Kolb and Kolb’s Learning Style Inventory 3.1 (2005), this descriptive study non-randomly sampled 85 educators who passed a series of self-paced interactive web modules to rate their preferences for five different types of content-interactive strategies: (a) simulations, (b) interactive reference, (c) hands-on, (d) personal feedback, and (e) pedagogical implications. Using an online survey and a pre- and postassessment instrument it was found that (a) as age and years teaching experience increase, teachers’ preferences for personal feedback, interactive reference, and simulations increased, (b) teachers’ content knowledge increased significantly after completing the web modules, (c) teachers’ learning style moderately aligned with their preferences for content-interaction strategies, and (d) teachers least preferred the pedagogical implications component. Instructional designers and education administrators selecting professional development for teachers may find this informative. Data from this research support Anderson’s theory that if the content interaction is rich, human interaction may be provided in diminished capacities

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Abstract: This article explores the adult learning theories that might affect the way that adult learners perceive learning and reach understanding of clinical expertise. Although educators in clinical and simulation settings are becoming much more aware of the theories that affect adult learning, too often their knowledge might not reach past the great work of Malcolm Knowles and his theory of andragogy. Other theories are presented in ways that help adult educators of adults to understand how the conditions that are favorable for adult learning may be replicated to help learners reach a level of understanding, meet clinical and organizational objectives, and willingly seek out lifelong learning opportunities.

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This paper reviews the literature in a number of areas that converge upon the theme of the role of knowledge within professional identity. Within knowledge transfer literature the individual perspective is underdeveloped, and this paper seeks to contribute by exploring the function of knowledge within an individual's professional identity, thus unfolding a theoretical connection between the literatures of knowledge and identity. Its central argument concurs with Szulanski's notion of 'internal stickiness' as a barrier to knowledge transfer but extends this hypothesis into the psychological ownership of knowledge and to the idea of 'possessiveness'. The paper argues that the value of self-categorized

knowledge places the latter within the individual's cognitive structure of their identity. It offers up the idea of valued knowledge to the knowledge transfer domain and suggests that feelings of possessiveness towards knowledge may intervene in the willingness of an individual to disclose knowledge in a knowledge transfer process.

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ABSTRACT

Over the past ten years, higher education has seen a dramatic increase in the number of students enrolling in developmental education courses. This increase has been most prevalent in developmental mathematics courses offered at two-year and four-year colleges and universities. In addition, the passing rates for students enrolled in developmental mathematics courses have decreased nationally.

At the same time, there has been a growing call for higher education accountability from state and local governments. Many state governments have implemented performance-based funding in higher education to hold institutions of higher education accountable. The most popular measures of performance-based funding are graduation rates and participation. State and local governments gauge effectiveness of higher education by examining the number of students that graduate and the preparedness of the graduates for their future careers.

As a result of these measures, institutions are beginning to examine the effectiveness of their developmental education programs. College administrators are examining the passing rates of courses along with student success in college-level courses and student persistence toward completing educational goals. Developmental education program directors, departmental chairpersons, and developmental education faculty are examining programs and teaching methods.

If developmental education programs fail to meet the standards of the college administrators, developmental education program directors, and departmental chairpersons, these programs could cut the funding of the programs due to the financial strain that would be put on the institution (Gonzalez, 2009). In the current economy,

institutions of higher education are receiving less money from the state and local governments. The same state and local governments are requiring the two-year and four-year colleges and universities to become more efficient and effective in providing education and preparing more students for their future careers (Gonzalez, 2009; Shannon & Smith, 2006; Texas Association of Community Colleges, 2006; "Three community college presidents address challenges of remedial education," 2007).

This study has two primary purposes; the first is to add to the existing knowledge base of research related to the learning styles of students, the sources of the learning styles, and the influence that learning styles have on student success. The second purpose is to inform higher education administrators about the individual factors that influence the relationship between achieving success in developmental education courses and the learning styles of students.

A quantitative study was conducted to investigate the relationship between developmental mathematics students' learning styles and the students' success in the developmental mathematics course. Identifying and understanding factors that influence learning in developmental education environments will provide for a better understanding of factors that facilitate learning productivity among students with implications for understanding better teaching strategies that can be used by higher education faculty members who teach these courses.

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Holtbrügge, D. & Mohr, A. T. (2010) Cultural determinants of learning style preferences. *Academy of Management Learning and Education*. 9(4):622-637 *

We investigate the relationship between cultural values and the learning style preferences of students of business administration. By linking Kolb's (1984) model of learning style preferences to the cultural values of learners we develop hypotheses that are tested against data collected from 939 individuals studying at universities in Germany, the UK, the USA, Russia, Ireland, Spain, the Netherlands, Poland, China, and the United Arab Emirates. Our findings show that learning style preferences vary with individuals' cultural values. We also find that study level, exchange student status, and gender are related to individuals' learning style preferences. The results are of importance to researchers and practitioners interested in the learning process of individuals from different cultural backgrounds.

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Hoover, J. D., & Giambatista, R. C. (2009). Why Have we Neglected Vicarious Experiential Learning?. *Developments in Business Simulation and Experiential Learning*, 36.

The literature of experiential learning has failed, almost exclusively, to address the perspective of vicarious experiential learning in research schema or conceptual models. We have not found any ABSEL references, for example, that focus on the vicarious dimension as a research perspective or as a fully expressed conceptual framework. Therefore, we ask the question "Why have we neglected vicarious experiential learning?" We address this question by reviewing the genesis of vicarious experiential learning from the literature of modeling and self-efficacy. We develop a model comparing vicarious experiential learning with direct experiential learning. The paper concludes with some explanations of the efficacy of vicarious experiential learning and methodological definitions of the concept.

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- This thesis sought to examine the feasibility of using Likert and Semantic Differential scales as alternative scale formats with the Kolb Learning Style Inventory (LSI) 2005 (v. 3.1). Scaling features were investigated. The Kolb LSI ipsative scores were compared to the Likert and Semantic Differential scales, which unlike ipsative scores, have the potential to produce normative results. Two hypotheses examined whether the Kolb LSI scores are a function of the group and whether learning style scores obtained from the restructured 48-item Likert and Semantic Differential surveys corresponded to those obtained on the Kolb LSI.

The sample included post-secondary elementary education, secondary education, and general education students. Construct validity was present between the three scales on the dimensions of learning styles, learning modes, and bi-polar dimensions. Evidence for a new learning style categorized as “balanced” was observed on results from the Likert and Semantic Differential instruments. The “balanced” learning style falls very close to or on the Kolb axes, rather than within a learning styles quadrant. The results support continued exploration of using different measurement scales that do not produce ipsative scores to measure learning styles, although only 47% of the Kolb learning styles matched the learning styles determined by alternative measures. No evidence was found to support that learning style scores are a function of the group.

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The importance of experiential knowledge for small firm internationalization has been emphasized in the process model of internationalization, the international new venture or born-global frameworks and the management characteristics perspective in the exporting literature. However, none examines in detail under what conditions experiential learning is more important for internationalization. We borrow insights from the socialization tactics literature to theorize how the context, content and social aspects of a foreign sojourn offer different opportunities for the acquisition of experiential knowledge to support the internationalization of small firms. We suggest that socialization tactics moderate the relationship between individual international experiential knowledge and small firm internationalization. We propose that the opportunities for international experiential learning are superior when the socialization context is individual and formal (rather than collective and non-formal), the socialization content is sequential and fixed (rather than random and variable) and when socialization involves serial and investiture (rather than disjunctive and divestiture) social aspects.

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ABSTRACT: Learning styles of prospective teachers, their attitudes towards teaching profession and whether there is a difference in their attitudes according to their learning style were tried to be examined. Study group composed by total 306 (163 female and 143 male) prospective teachers who are studying their first year in Muğla University. Descriptive method used in this study. According to research findings, prospective teachers predominantly prefer accomodating and diverging learning styles. Learning styles prospective teachers do not show differences depending their disciplines or study fields. Attitudes of prospective teachers towards teaching profession have been found considerably high (mean= 135.22). According to findings of the study, the average points of attitude scale are showed that there is no significant difference depending fields of study and learning styles while there is a positive difference for girls. Besides, it is found that there is a difference between the average points of attitude scale of prospective teachers in the department social science and science.

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ABSTRACT In both education and training an important aspect of the design, development and delivery of learning is the role of individual differences between learners in terms of their 'learning styles'. One may identify four broad categories of what have been termed 'learning style': (i) 'cognitive personality elements' (e.g. Witkin et al. 1977; Riding, 1991); (ii) 'information-processing style' (e.g. Kolb, 1984; Honey & Mumford, 1992); (iii) 'approaches to studying' (e.g. Entwistle & Tait, 1994); (iv) 'instructional preferences' (e.g. Riechmann & Grasha, 1974). A study of 245 university undergraduates in business studies aimed to: (i) describe the range of individual differences present within the sample; (ii) investigate the relationship between learners' cognitive styles, learning styles, approaches to studying and learning preferences; (iii) consider the implications of 'learning style' for teaching and learning in higher education. The present study suggested some overlap between the dimensions measured by the Learning Styles Questionnaire (Honey & Mumford, 1986; 1992) and the Revised Approaches to Studying Inventory (Entwistle & Tait, 1994). No statistically significant correlations were found between cognitive style, as measured by the Cognitive Styles Analysis (Riding, 1991) and any of the other 'style' constructs used. Further research is required to investigate these relationships, as is a large-scale factor analytical study of the Honey and Mumford and Kolb instruments. The notions of whole brain functioning, integra-tive approaches to studying and degree of learning activity are discussed.

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Each student has a unique learning style or individual way of perceiving, interacting, and responding to a learning environment. The purpose of this study was to identify and compare the prevalence of learning styles among undergraduate Sport Management Studies (SMS) students at California University of Pennsylvania (Cal U). Learning style prevalence was determined for traditional face-to-face students and online web-based students and differences in learning style prevalence between these two groups were explored. Finally, differences in student satisfaction between program delivery methods were examined by using an online questionnaire designed by the researcher.

The population for this study included 247 Cal U undergraduate SMS students enrolled in the fall 2009 semester. Through an online survey 101 face-to-face students and 146 on-line students were identified into one of four learning style groups (Accommodators, Divergers, Assimilators, and Convergors) utilizing Kolb's Learning Style Inventory 3.1 (2005).

The data from the study were analyzed and yielded a trend toward significance for learning style preference by delivery method. The comparison of the four learning styles for the face-to-face participants indicated a statistically significant difference. The comparison of the four learning styles for the on-line participants indicated a statistically significant difference. The follow-up analysis consisted of comparison of each of the four learning styles separately by delivery method (face-to-face and on-line) yielded no statistical significant difference.

Four satisfaction questions were found to have statistical significance in ratings between face-to-face and on-line students. On-line respondents were significantly more satisfied with the challenge and demand of Sport Management Studies courses, significantly more satisfied with the Sport Management Studies major setting high expectations for student performance, significantly more satisfied with the program finding connections between what students are learning in the classroom, relating it to their past experiences, and applying it to their daily lives, and significantly more satisfied with the quality of their academic experience within the program when compared to the face-to-face respondents.

The results of this study can help educators and academic administrators better understand the needs of their students and better develop or structure teaching methods in both on-campus and web-based instruction. Colleges and universities will need to implement changes to meet the advancement of the technological revolution at hand. As educators (virtual and live) are faced with an increasingly diverse population of learners with a wide range of expectations, there is a need to continually seek to understand what factors constitute excellent delivery to promote effective learning. By recognizing different learning styles, educators may better engage students, work in conjunction with their universities to meet demands of the growing distance education and on-line learning populations, increase levels of student satisfaction, ensure a greater program "fit" with students, individualize and capitalize learning opportunities in the classroom, and seek to employ different pedagogical approaches to better facilitate learning.

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