



Experiential Learning Theory Bibliography

**Volume 1
1971-2005**

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The bibliography contains references on experiential learning theory from 1971-2005. The updated list has 2384 entries. The bibliography gives a complete listing by author. 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: Social Science Citation Index, MEDLINE, Education Abstract, Dissertation Abstract, ERIC Document, Google Scholar and others. For online access to the bibliography, the Kolb Learning Style Inventory and other experiential learning resources go to www.learningfromexperience.com or www.haygroup.com/tl Please send any additions and corrections to dak5@msn.com Revised 1/15.

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Many recent studies suggest that undergraduate education needs to be more effective. Accordingly, individuals involved in higher education continue to search for ways to improve student learning. This article describes a team-based experiential learning project that integrates three marketing courses: principles of marketing, principles of selling, and sales management. Working in teams, students in the principles of marketing course develop new product concepts and create corresponding marketing promotional materials for use in a mock trade show. Students from the personal selling and sales management courses, also working in teams, attend the trade show to identify and select products they wish to use to complete a sales call exercise. This project provides students an opportunity to work in teams and combine their efforts with teams from other courses to successfully complete their respective experiential exercises. The article includes students' reactions to the project and steps for implementation.

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The spiral model presented in this article is one candidate for improving the software process model situation. The major distinguishing feature of the spiral model is that it creates a *risk-driven* approach to the software process rather than a primarily *document-driven* or *code-driven* process. It incorporates many of the strengths of other models and resolves many of their difficulties.

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Given the importance of experiential learning in marketing education, this article explores the extensive theoretical background literature of experiential education. Following a discussion of the meaning, characteristics and processes of experiential learning, and a comparison of traditional to experiential learning, a paradigm is suggested for the selection, use and development of experiential learning activities in marketing education. Kolb's model of experiential learning is used as a theoretical foundation for the approach. This paradigm will assist marketing educators in the selection of experiential exercises which allow students to complete the entire learning process.

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Many authors have suggested the use of experiential techniques, such as semistructured classroom activities, as a means of encouraging and facilitating student learning. This article reports a study that investigated the relationship between the use of multiple experiential techniques and student learning. The study found that student learning increased when multiple experiential techniques were used relative to learning that occurred when a single experiential technique was combined with a lecture format. In addition, the data suggest that the use of multiple experiential techniques also influenced the type of information students learned.

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Kolb (2004) and others have defined learning style as a preference by which students learn and remember what they have learned. This presentation will include a summary of learning style research published in the Engineering Design Graphics Journal over the past 15 years on the topic of learning styles and graphics education. The presenters will also examine several learning style models and why they are important to the university graphics professor. Discussion will include a review of some of the learning style tests that are now available on the market. We will discuss how and why higher education student learning has changed in the last decade and introduce the concept of the social construction of technology.

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In this paper, I examine the view that research writing is a modest, self-effacing task which involves authors eradicating themselves from their texts to gain acceptance for their work. Conflicting advice in textbooks and style guides, and the apparently diverse conventions of different disciplines, mean that the extent to which writers can explicitly intrude into their discourse is highly problematic for students, teachers, and experienced writers alike. However, the choices which express writer presence are also closely associated with authorial identity and authority and these not only affect the ideational meaning that writers convey, but also influence the impression they make on their readers. Self-mention is therefore a powerful rhetorical strategy for emphasising a writer's contribution. Here I focus on the use of self-citation and exclusive first person pronouns in a corpus of 240 research articles in eight disciplines. Through an analysis of these texts and interviews with expert informants I seek to reveal something of how self-mention is used and perceived as a way of understanding more about writing in the disciplines and about the kinds of options available to students. © 2001 The American University. Published by Elsevier Science Ltd. All rights reserved.

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ABSTRACT: Much has been written about the relationships between learning styles and learning preferences with the aim of tailoring teaching methods to the ways that students prefer to learn. This study used a sample of 201 management undergraduates to examine the relationships between Kolb's four learning styles and four learning types, and 12 different learning preferences. Only three significant relationships were found. It is suggested that large individual differences in learning preferences within each style and type, and small differences in learning preference mean scores show that, overall, there are weak linkages between learning styles and learning preferences. It is recommended that researchers control for Type I error rates and present effect sizes when statistically significant relationships are found to prevent chance and trivial findings from influencing educators. It is recommended that educators use a variety of learning methods and encourage students to be receptive to different learning methods rather than try to link specific learning methods to specific learning styles.

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Saleh, A. (2001). Brain Hemisphericity and Academic Majors: A Correlation Study *College Student Journal* 35(2): 193-198*

This article reports on a study that investigated the correlation between students' choice of academic majors and their brain hemisphericity. The participants in this research were 429 graduate and undergraduate students in a large university in the southern part of the United States. The data were analyzed using analysis of variance to determine the influence of brain hemisphericity on students' choice of academic majors. The results lent support to earlier research in their findings of a strong correlation between academic majors and brain dominance. The ANOVA model showed a significant effect of brain hemisphericity on students' choice of academic majors. Arts/literature students tended to be right brained while business/commerce students were left brained. Students majoring in education, nursing, communication, and law were right brained, while students majoring in business/commerce, engineering, and science were left brained. The study also demonstrated an evidence of a general shift in students's brain hemisphericity from earlier research, where more students were identified as whole brained. Research has demonstrated the importance of understanding brain behavior as it relates to learning styles and personality traits. In particular, studies revealed that brain hemisphericity greatly influences the individual's learning style and all kinds of intellectual and personality characteristics (Boyle & Dunn, 1998; McCarthy, 1996; Shiflett, 1989; Torrance, 1982). This study examines the relationship between brain hemisphericity and college students' choice of academic majors. The results of this research should help teachers, school counselors, and college advisors to better understand their students' interests and abilities and steer them towards fields or academic majors that are compatible with their interests.

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Purpose – This paper seeks to provide an empirical insight into the facilitation dilemmas for conversational learning in a project team environment.

Design/methodology/approach – This paper is an outcome of a participative action research process into the dynamics of situated learning activity in a case study project team. As part of their organizational change project (which included an explicit project goal of developing their collective and individual learning competencies) the case study project team initiated and undertook a series of participative “learning-how-to-learn” workshops. These workshops were “learning spaces” that were centred on engaging “conversations” to both initiate and promote interpersonal understanding and critical reflective practice between the participants.

Findings – In evaluating the discontinuities experienced between the planned phases and activities in these “learning space” workshop processes, three key lessons that the participants learnt about facilitating conversational learning in this setting are identified and elaborated upon.

Research limitations/implications – This paper is based upon a case study of the learning activities of one project team. The opportunity exists to repeat the study in different projects and other group settings.

Practical implications – This paper offers practical guidance to learning professionals and learning practitioners in how to provide a receptive conversational context for learning between people.

Originality/value – This paper illustrates the power of conversational approaches to nurturing learning activity. Furthermore, the lessons identified constitute heuristics to pragmatically aid conversational learning amongst people in project team “learning spaces” and in other similar group settings, where conversations are considered core to the learning development process.

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