Experiential Learning Theory Bibliography

Volume 1
1971-2005

Prepared by Alice Kolb & David Kolb

The bibliography contains references on experiential learning theory from 1971-2005. The updated list has 2363 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 1/14.


University at Carbondale.


Management Education, 23(4), 338-354.


Bowens, H. (1982). Minority subcultures and learning styles. (Unpublished manuscript). Department of Organizational Behavior, Case Western Reserve University, Cleveland, OH.


Sims (Eds.), *Managing institutions of higher education in the 21st century*. Westwood, CT: Greenwood Press.


Bradbury, H., & Mainemelis, C. (2000). Consorting across professional boundaries: Alliances working through individual and subcultural differences (Working paper). Organization Behavior Department, Case Western Reserve University, Cleveland, OH.


Unpublished doctoral dissertation, University of Houston, Houston.


Burstow, B. (1979). *Correlation between scores on learning modes and scores on representational categories*: Ontario Institute for Studies in Education.


Bushe, G. (1980). *Toward an understanding of accentuation of learning styles in college* (Unpublished manuscript). Department of Organizational Behavior, Case Western Reserve University, Cleveland, OH.


Communications of the ACM, 30.


Catallanello, R., & Brenenstuhl, C. An investigation of innovative teaching methodologies.


Coffield, F., Moseley, D., Hall, E. & Ecclestone, K. (2004). *Should we be using learning styles?: What research has to say to practice*. London, UK: Learning and Skills Research Centre


Cordell, B. A. (1989). *The effects of different learning styles on outcome of education*


Davis, J. F., & et al. (1988). *On matching teaching approach with student learning style: are we asking the right question?* Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Louisville, KY.


Educational and Psychological Measurement, 56, 809-20.


Duley, J. (1978). *Basic skills for experiential learning: what skills do students need to make the most of experiential learning opportunities. LES papers on learning and Teaching (ED190862):* Michigan State University, East Lansing.Learning and Evaluation Service. [BBB16979].


Edmondson, A. C. (2003). Speaking Up in the Operating Room: How Team


Forney, D. S. (1986). *Using Kolb's learning style as a design tool in a graduate counseling course* (Unpublished manuscript ). Department of Counseling & Personnel Services, University of Maryland, College Park.


Research and Practice, 27(3), 266-271.


Georgia State University.


Ginsberg, PhD., E.R. (2002). *An Analysis of Learning Styles Among Young-Old Adults (65-74) and Old-Old Adults (75-99) and the Affect on Aging.* Doctoral Dissertation, Lynn University, 139pp.


Gish, G. (1979). *Integrated Learning: A process model* (Unpublished manuscript). Department of Organizational Behavior, Case Western Reserve University, Cleveland, OH.


Measurement, 52, 701-708.


Grant, N. S. (2003). A study on critical thinking, cognitive learning style, and gender in various information science programming classes. *CITC4 ’03* October 16-18 Lafayette, IN


Groetsch, J. A. (1986). *Student preferences for particular instructional strategies in a Masters Arts programs and their relationship to Kolb's LSI*. Unpublished doctoral dissertation, St. Louis University, St. Louis, MO.


Haseman, W. D., Nuipolatoglu, V., Ramamurthy, K. (2002). An empirical investigation of the influences of the degree of interactivity on user-outcomes in a multimedia


Organization Design and Development, Inc.


Inman, J. (2003). Conversation circles as a tool to help supervisors learn and apply coaching within the management context: An action research project. Unpublished paper. Oregon State University, Graduate School of Education.


Jensen, K. O. (2003). Business games as strategic team learning environments in
telecommunications. *BT Technology Journal.* 21 (2): 133-144


Seminar of Systemeering, Arhus, Denmark.


Kirby, P. (1979). *Cognitive style, learning style and transfer skills acquisition*. Columbus, OH: National Center for Vocational Education.


Sex Roles, 43(3-4), 229-240.


Technical Specifications. Boston, MA: Hay Transforming Learning


Kyriakides, L. (2005). Extending the comprehensive model of educational effectiveness
by an empirical investigation. *School Effectiveness and School Improvement*. 16 (2): 103-152


Lindheim, R., & Swartout, W. (2001). Forging a new simulation technology at the ICT. *Computer, 34*(1), 72-+


North Carolina State University.


MacEwan-Zieman, B. (2002). The experimentation of an instrument designed to apply Kolb’s experiential learning model to counseling supervisors. Essai presente a la Faculte d’ Education en vue de L’obtention du Grade de Maitre en Education, Programme en Enseignement.


Mainemelis, C., Boyatizis, R. E., & Kolb, D. A. (1999). *Triangulating the assessment of individuality in learning: A validation study of three commensurate instruments* (Working paper). Department of Organizational Behavior, Case Western Reserve University, Cleveland, OH.*

Malinen, A. (2000). *Towards the essence of adult experiential learning: A reading of the theories of Knowles, Kolb, Mezirow, Revans and Schön*. SoPhi, University of Jyvaskyla,
Finland.*


McCarthy, B. (1980). The 4MAT System: Teaching to learning styles with right/left mode techniques, Barrington, IL: Excel, Inc. U.S.A.


Review of Educational Research, 51(1), 33-84.


Minneapolis, Minnesota.


University, Cleveland, OH.


Pransky, K., & Bailey, F. (2002). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. *Reading Teacher, 56* (4), 370-383.


Ramnarayan, S., & Reddy, N. M. (1984). *The strategic process as organizational learning* (Unpublished paper). Department of Organizational Department, Case Western Reserve University, Cleveland, OH.


Reid, J. (1987). The learning style preferences of ESL students TESOL Quarterly. 21 (2): 87-110*


Rimmerman, S. L. (2005). PERSONALITY TYPES AND LEARNING STYLES: AN INVESTIGATION OF THEIR INFLUENCE ON PERFORMANCE IN A DISTANCE EDUCATION ENVIRONMENT. EdD. Dissertation, Department of Instructional and Performance Technology, College of Professional Studies, The University of West Florida*


Eastern Educational Research Association, Miami Beach, FL.


Ruitshauser, S., & Stephenson, P. M. (1985). The feasibility of students with a predominantly arts educational background coping with the physiology component of a university nursing degree programme. *Journal of Advanced Nursing, 10*, 559-566.


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.


Schettler, J. (2002). Learning by doing: As products give way to people as the key differentiation of competitive advantage, companies are turning to experiential learning programs to foster a new breed of workforce collaboration and cooperation. *Training*, 39(4), 38(5).


Seda, M. A. (1990). *A proposed analysis of the interactive effects between selected learner characteristics and the method of instruction - lecture or experiential learning - on student cognitive, communicative and interpersonal achievement in elementary accounting at the undergraduate and graduate college level.* Paper presented at the Delta Pi Epsilon National Research Conference Proceedings, Columbus, OH.


http://www.vuse.vanderbilt.edu/%7Esharpje/publications.htm


Strasmore, M. *Strategic function re-evaluated from the organization development perspective*. Unpublished Master's, Massachusetts Institute of Technology, Cambridge, MA.


Swailes, S., & Senior, B. (1999). The dimensionality of Honey and Mumford's learning
style questionnaire. *International Journal of Selection and Assessment, 7*(1), 1-11.


the introductory financial accounting course. *Advances in Accounting*, 8, 189-199.


Foreign Language Annuals, 24, 419-425.


UCITE. (1995). *Teaching at Case Western Reserve University*. Cleveland, OH: The University Center for Innovation in Teaching and Education, Case Western Reserve University.


(Unknown source) *Exploring the role of learning style research in accounting education policy* (Unpublished manuscript).


Weinstein, M. (1980). *A critique of experiential learning* (Unpublished paper). Department of Organizational Department, Case Western Reserve University, Cleveland, OH.


White, J. The experiential learning cycles as a model for spiritual practice in organizations. *Unpublished manuscript.*


White, J. (1990). *Learning in internal medicine resident training: Differences and similarities of perceptions among residents and faculty.* Unpublished qualifying paper, Case Western Reserve University, Cleveland, OH.

White, J. (1993). *The role of Individual characteristics and structures of social knowledge on ethical reasoning using an experiential learning framework.* Unpublished doctoral dissertation, Case Western Reserve University, Cleveland, OH.


Wildermeersch, & Jansen. Postmodernism and experiential learning.


Wile, M., & Wheeler, E. J. (1979). *The Ohio Fifth Pathway Program: A preliminary report* (Unpublished paper). School of Medicine, Case Western Reserve University,
Cleveland, OH.


Whitcomb, R. M. (2000). The relationship between student cognitive development and
learning style preference. *Dissertation Abstracts International Section A: Humanities & Social Sciences, 61*(1-A)*(July)*.


University of Pittsburgh.


Zull, J. (1997). *Consideration for professors: Students, learning, and teaching in the decade of the brain* (Education). UCITE (University Center for Innovation in Teaching and Education) Case Western Reserve University, Cleveland, OH.