Experiential Learning Theory Bibliography

Volume 2
2006-2010

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The bibliography contains 686 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 1/14.


Ames, M. D. (2006). AACSB International’s advocacy of experiential learning and assurance of learning—Boom or bust for SBI student counseling. *USSABE Proceedings* *


Batalden, P. & Davidoff, F. (2007). Teaching quality improvement—The devil is in the
details. JAMA—The Journal of the American Medical Association. 298(9):1059-1061*


Educational Technology. 41(1): 86-107*


interactive drama: An alternative to student role plays. *Journal of Management Education.*


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.


Can, S. (2009). The effects of science student teachers’ academic achievements, their grade levels, gender and type of education they are exposed to on their 4mat learning


Chan, A. (2010). REFLECTING ON EXPERIENCE FOR LEADERSHIP DEVELOPMENT. Ph.D. thesis. College of Business Administration University of Nebraska*


De Swart, S. W. (2010). *A case study of a faculty development program using experiential learning theory to improve college teaching*. Ph., D. Dissertation Department of Organizational Behavior, Case Western Reserve University*


Ferrara, Victoria (2009). *Learning style, mode of instructional delivery and learner perception of the classroom environment as predictors of academic success*. Ph. D. Dissertation Capella University School of Psychology*


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.

Using recent criticisms and suggestions regarding the multi-level perspective as stepping stones, the article aims to enhance the reflexivity in transition debates regarding social theories. To that end, the article discusses seven social science ontologies (rational choice, evolution theory, structuralism, interpretivism, functionalism, conflict and power struggle, relationism), their assumptions on agency and causal mechanisms, and their views on socio-technical transitions and environmental sustainability. The second goal is to position the multi-level perspective on transitions with regard to these ontologies and to identify directions for theoretical extensions. The MLP is characterized not as a grand or unifying theory, but as a middle range theory that makes crossovers to some ontologies and not to others. (C) 2010 Elsevier B.V. All rights reserved.


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Gencel, I. E. (2006). The effect of instruction based on Kolb’s experiential learning theory on attitude, achievement and retention in social studies. Ph.D. dissertation accepted by the Dokuz Eylül University Institute of Educational Sciences, TURKİYE, ilke.evin@gmail.com*


Harrington, R. & Loffredo, D. A. (2010). MBTI personality type and other factors that relate to preference for online versus face-to-face instruction. *Internet and Higher Education*. 13:89–95*

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.


Huang, L. (2010). Do different modalities of reflection matter? An exploration of adult second-language learners’ reported strategy use and oral language production. *System* 38:245-261*


Hunt, D. E. (2010). *To be a friend: The key to open the flow of friendship in our lives*.


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.


Waikoloa, HI.


Kinshuk, Liu, Tzu-Chien & Graf, S. (2009). Coping with mismatched courses: students’ behavior and performance in courses mismatched to their learning styles. Education Tech Research Dev. 57:739–752*


**STUDENT SUCCESS IN A DISTANCE EDUCATION PROGRAM.** PhD Dissertation
ATHABASCA UNIVERSITY, Alberta Canada*


SALESPEOPLE. Proceedings of OLKC 2007 – “Learning Fusion” 646-661*


Mclean, M., Cilliers, F. & Van Wyk, J. M. (2008). Faculty development: Yesterday, today and tomorrow. Medical Teacher. 30: 555-584*


Minihan, B. (2009). *EVALUATION OF LEARNING STYLES AMONG UNDERGRADUATE STUDENTS AT THE UNIVERSITY OF MASSACHUSETTS, AMHERST COMPLETING SELECTED ONLINE AND TRADITIONAL COURSES.* MS thesis. Graduate School of the University of Massachusetts Amherst.*

Mitchell, R. et. al. (2009). A New Measure of the Cognitive, Metacognitive, and Experiential Aspects of Residents’ Learning *Academic Medicine.* 84(7): 918-926*


Neden, J. (2007). Assessment and reflexivity in family therapy training. 29:373-377


BMC Medical Informatics and Decision Making. 8: 58


Pehlivan, B. (2010). A Study On Prospective Teachers’ Learning Styles and Their Attitudes Toward Teaching Profession. Elementary Education Online, 9(2), 749-763*

Perantoni, E. J. (2010). Course Design Based on the Kolb Learning Style as it Relates to Student Success in Online Classes. Ed.D. Dissertation Lindenwood University School of Education.*


Salton, G. J. (2007). Adding motivation to the Kolb learning model. www.organizationalengineeringaddingmotivationtothekolblearningmodel.mht *

Salton, G. J. (2007). Optimizing the Kolb learning model. www.organizationalengineeringoptimizingthekolblearningmodel.mht *


Sun, K., Lim, Y. & Yu, C. (2008). A study on learning effect on different learning styles in a web-based lab of science for elementary school students. *Computers and Education.* 50:1411-1422*


Wassif, E. & McKay, S. (2010?). The way we learn in family medicine. Unpublished paper Department of Family medicine, University of Western Ontario.*


West, E. J. (2010). Differences between learning styles and satisfaction between traditional face-to-face and online web-based sport management studies students. Ed.D. Thesis College of human resources and education West Virginia University.*

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 Convergers) utilizing Kolb’s Learning Style Inventory 2.1 (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.


Wu, S. (2006). AN INDIVIDUAL DIFFERENCES LEARNING MODEL (IDL) FOR ASYNCHRONOUS DISTRIBUTED LEARNING (ADL) PREFERENCES: GENDER, CULTURAL BACKGROUNDS, LEARNING STYLES, AND ATTITUDES TOWARD COLLABORATIVE LEARNING. Ph. D. Dissertation in communication Sciences, University of Hawaii*


Yang, B. (2007). How students with different learning styles collaborate in an online learning environment. Ph. D. dissertation. Kansas State University@


Ye, J. (2006). *DELIBERATE LEARNING IN THE FRONTLINES OF SERVICE ORGANIZATIONS*. Ph. D. Dissertation Weatherhead School of Management Case Western Reserve University*


Zacharis, N. (2010) The Impact of Learning Styles on Student Achievement in a Web-Based versus an Equivalent Face-to-Face Course College student journal. This study investigated the relationship between students' learning styles and their achievement in two different learning environments: online instruction and traditional instruction. The results indicated that a) students in the traditional learning group had higher, but not statistically significant higher, levels of achievement than students in the online learning group, b) a student's learning style had no statistically significant effect on their course grades in any of the two instructional methods, and c) there was no significant interaction between the learning style and instructional method.

Zakarevicius, P. & Zuperirkiene (2008). Improving the development of managers’ personal and professional skills. Engineering Economics. 5:104-113*


