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 2387 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. To review and access current citations of ELT related works go to: http://scholar.google.com/citations?user=MBn_GG4AAAAJ&hl=en 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 1/18.


University at Carbondale.


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


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.


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 (Unpublished manuscript).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


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.


Education, 23(3), 381-396.


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University of Texas at Arlington, Arlington, Texas.

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Carrier, C. A., Davidson, G., & Williams, M. D. (1985). The selection of instructional


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


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on adult lives. Unpublished doctoral dissertation, Case Western Reserve University, Cleveland, OH.


Curry, L. (1987). Integrating concepts of cognitive or learning style: A review with


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Dawson, B. G. (1986). *Assessing growth in undergraduate social work field education:*


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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.


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Fritz, S. Speth, C., Barbuto, J. E. et.al. (2004). Exploring relationships between college students' learning styles and motivation. Psychological Reports. 95 (3): 969-974


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.


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


the Paper presented at meeting of the Future World Society, Toronto.


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.


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.


Hansen, P. J. (2000). The preferred learning styles of student athletic trainers and certified athletic trainers in NATA District IV and District V. Unpublished doctoral
dissertation, University of South Dakota.


Management Development, London.


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 emphasizing 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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Inman, J. (2003). *Con versare: To dance together: Conversation is the natural way we humans think together.* Unpublished paper. Oregon State University, Graduate School of Education.


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Knowles, M. (1973). *The adult learner: a neglected species.* Traditional theories of learning and the teaching practices resulting from them are reviewed. Most theories of adult learning are based on research into the learning of children, which in turn is founded upon theories of animal learning. These
theories, formulated under ...


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California School of Professional Psychology, Los Angeles.


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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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Finland.*

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Manring, S. (1979). Career patterns of technically trained professionals: A person-
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Reserve University, Cleveland, OH.


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and nurse educators in basic nursing program. Unpublished doctoral dissertation, West
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portfolio development courses. In E. Mensen (Ed.), New directions for experiential
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spiral of analysis. *System Practice and Action Research, 14*(1), 95-111.


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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.


Through a series of leading-edge contributions from pre-eminent international
scholars in the field, Organizing Reflection makes a stimulating and distinctive contribution to the study of reflection. By doing so, it offers the first shift from the individual reflective practitioner to processes of collective and public reflection. The unique and varied contributions focus on the development of notions such as public reflection, collective reflection, and critical reflection. In doing so, they provide critical insights into new thinking and approaches to the role of reflection in organizations, as well as the conceptualization and delivery of learning and change. Organizing Reflection will be of interest to scholars working in business, professional, management and organization studies, to human development academics, and to scholarly practitioners in organizations.


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*


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.


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pupils' academic achievement gains. *Journal of Educational Psychology, 68*, 544-549.


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Popular belief holds that much of what is taught in classrooms is forgotten shortly thereafter. However, there is evidence from numerous studies that long-term retention for knowledge taught in school is substantial. These studies are reviewed, and several variables that affect the ability to remember are discussed. The article concludes that (a) students retain much of the knowledge taught in the classroom; (b) retention decreases over time as a function of the length of the retention interval but the forgetting curves for knowledge taught in school do not decline as rapidly or asymptote as low as the curves observed in traditional laboratory studies; (c) increasing the level of original learning differentially affects retention performance; (d) both instructional content and assessment tasks affect learning and retention, with one of the most consistent effects being that recognition tasks are retained at higher levels than recall tasks; (e) most instructional strategies that promote higher levels of original learning do not result in differentially better retention (however, several exceptions are discussed); and (f) while higher ability students learn and remember more than lower ability students, there is no evidence for differential forgetting. Implications for research and teaching are discussed.


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.


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


This paper reports the results of a controlled field experiment carried out to apply experiential learning theory to the teaching of auditing. The weakest aspect of traditional teaching method is the absence of concrete experience. In this experiment, a series of videotapes provide students with a ‘feel’ for what actually happens in an audit. The experiment involves the first three modes of the learning cycle, and assists students into the fourth mode. The performance of students in the experimental class is found to be significantly better than the control group.


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