Experiential Learning Theory Bibliography--Annotated

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The bibliography contains 187 references with abstracts on experiential learning theory from 2015-2016. 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. 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 Learning Style Inventory and other experiential learning resources go to www.learningfromexperience.com Please send any additions and corrections to HUdak5@msn.comUH Revised 5/16.

Joining the sharpening critique of conventional university-based business school education, we argue that educating students to be integrated catalysts is necessary to meet current sustainability challenges. The key feature of moving toward the integration ...

Alklind Taylor, A. S. (2015, September). The active instructor: Benefits and barriers to instructor-led serious gaming. In *Games and Virtual Worlds for Serious Applications (VS-Games), 2015 7th International Conference on* (pp. 1-8). IEEE.*

*Abstract*—While there is a wealth of studies on the subject of serious games, the same cannot be said on the issue of teaching with games, especially in game-based learning settings with adult learners. Over the years, most research in this area has been focused on the ‘active substance(s)’ of games for learning, focusing mainly on characteristics of games, but often failing to take the whole context of game-based learning into consideration, such as the role(s) of the teacher. However, the past two or three years has seen a shift in focus from merely the game as an isolated artefact, to also include more discussions on how games can successfully be integrated into an educational setting, as well as challenges as pitfalls of which instructors need to be aware. This paper aims to outline the contemporary research on instructor-led serious gaming and its implications for the design of serious gaming environments.


Action learning has grown from the simple idea that the task or the problem should take precedence over theory as the basis for learning. In the twenty-first century it has moved into the mainstream of management development and takes a wide range of forms, used in many organizations and educational settings throughout the world. There is a wide range of published work on action learning, ranging from practitioner focused, “how-to” texts to peer-reviewed academic journal papers. However, it is important to say at the outset that while there are a number of approaches to action learning, many of which are described in this chapter, it is often understood and used as a broad term that encompasses any approach to learning that engages learners in some form of activity or in an experiential mode. Here, the focus is on the specifics of action learning rather than the generalities of active learning.

This chapter traces the development of action learning and its growth as an approach to developing managers. It sets out the most prevalent approaches to action learning, the contexts in which it is used, the theoretical basis for learning and reflection that underpins it, and the reasons why it is becoming increasingly ubiquitous in management education and development.

Background and Purpose: The nursing research on learning differences is currently expanding, suggesting the need for trustful measurements. This study aimed to adapt and cross-culturally validate the Learning Style Inventory. Methods: The first phase involved


This article analyzes the scholarship on diversity-training outcomes utilizing a systematic literature review (SLR) and provide insights for future research. The article advances our understanding of diversity-training outcomes through the integration of three perspectives: the business case, learning, and social justice perspectives. The SLR revealed: (a) a literature that is fragmented and diverse in terms of publication outlets; (b) researchers conduct diversity-training outcomes research in a diverse range or organizations, sectors, cultural and training contexts; (c) studies primarily reflect the business case or learning perspectives; and (d) existing studies have significant methodological limitations. We argue the need for future research to adopt multiple perspectives ensure better cross-fertilization of perspectives and make use of more sophisticated methodologies.


Although business and management education research has made great strides over the last decade, concerns about the area’s legitimacy and attraction of new scholars continue to require attention. One of the obstacles that may impede the area’s progress is a lack of knowledge of the influential works that may be useful in determining the nature and magnitude of potential contributions. Using Harzing’s Publish or Perish and a broad list of search terms related to business and management education, we generated an initial list of 100 highly cited articles published since 1970. Fifty-eight of the 100 articles were published in or after 2000. After noting the most highly cited articles, their journal outlets, and their influence patterns with other highly cited articles, we conclude the article with potential research questions regarding development of research streams, the relative influence of new journals, and efforts to attract and increase the influence of business education scholars.


This paper offers glimpses into how businesspersons, entrepreneurs and small business managers resolve their most pressing problems under conditions characterized by smallness and islandness in order to survive. Applying a nissological approach complemented by an action-oriented grounded method, the researcher explores and inductively analyses the mind-sets of islanders to explicate the basic socio-psychological process that influences how they resourcefully overcome problems associated with mistrust and powerlessness, transforming these into opportunities of trust-building and empowerment. Two concurrent and seemingly contradictory processes emerge from the analysis, suggesting that Gozitans – the residents of the small Mediterranean island of Gozo – apply both overt formal and covert informal processes to solve their problems.


In today's increasingly globalized world, it is essential that people of diverse ethnicities and socio-economic backgrounds learn to work together and communicate effectively. This book offers a breakthrough approach to recognizing that differences among people are ...


**Aim:** A between groups experimental design was employed to determine the extent to which student performance - as assessed via multiple choice questionnaires (MCQ) - can be influenced by modality of instruction; i.e. whether receiving instruction through a teaching approach ‘matched’ to one’s learning style can lead to a significant impact on
The study predicts that there will be a significant increase in performance between those who learned material via a method suited to their preferred learning style (matched condition) as compared to those who learned the same material via a least preferred method (unmatched condition).

**Theory:** Previous research has provided some evidence of the beneficial effects for students of matching mode of presentation of material to their own learning style (Mather & Champagne, 2008). Traditionally information provided throughout school is presented in a unidimensional format, particularly kinaesthetically in the early stages and then visually in later stages (Clark, 2000). Kolb and Kolb (2005), however, have stated that, to support a student’s ability to learn in a variety of academic settings, they should be given the opportunity to utilize a preferred learning style, and further research is frequently suggested to add to the existing body of knowledge in the area (Santo, 2006). This study aims to respond to this via conducting research on the performance of matched and unmatched groups via the Visual, Auditory, and Kinaesthetic (VAK) conceptual model, where it is theorised that a learner naturally draws upon a particular dominant sensory modality (Visual, Auditory or Kinaesthetic) to acquire new knowledge and skills (Alavinia & Ebrahimpour, 2012).

**Context:** Participants (N=58) were all undergraduate students undertaking a variety of disciplines at the University of the West of England (UWE), recruited via the university’s participant pool facility in return for course credit. The sample was comprised of 13 men, 45 women, with an age range of 18 to 26 years. All participants were found to prefer a single mode of information presentation, as follows Visual: 50.0%, Auditory: 24.1% and Kinaesthetic: 25.9%.

**Methodology:** The Visual, Auditory, and Kinesthetic (VAK) Learning Styles Questionnaire (Chislett & Chapman, 2005) was used, comprising of 30 items each with three possible answers, the choice of which results in the appointment of the individual to one of the aforementioned three learning styles. Participants completed the VAK via Qualtrics, an online survey website, their responses being coded in accordance with VAK guidelines in order to establish the preferred learning style of each (Alavinia & Ebrahimpour, 2012). Each was then randomly assigned to one of two conditions (‘matched’ or ‘unmatched’) and asked to attend a laboratory session to engage with a presentation (visual, auditory or kinaesthetic). Those in the ‘matched’ condition viewed a presentation in accordance with their preferred learning style, whilst those in the ‘unmatched’ condition received a presentation in accordance with their least preferred style. Participants were instructed to complete a statistics MCQ as a measure of the DV of performance outcome. The score of those in the two conditions were than analysed to determine any significant differences.

**Results:** An independent-samples t test was conducted to compare the effect of a matched or unmatched learning style on performance outcome. In relation to the predictions made, a significant effect was found, indicating that those who used a matched learning style (N=29, M=60.45, SD=17.14) scored significantly higher on performance outcome then those in the unmatched condition (N=29, M=51.41, SD=16.39), t (56) =2.05, p=0.045, d=0.54. This main result therefore supports the experimental hypothesis.
In order to further support this main finding, an additional analysis was undertaken to help eliminate gender as an alternate explanation - particularly in view of the imbalance in the numbers of male and female participants. Results indicated that females (M=56.42, SD=17.18) and males (M=54.23, SD=18.02) did not score significantly differently on measures of performance outcome, t (56) = -0.411, p=0.69, d= -0.13, suggesting that neither males nor females outperformed the other on the MCQ.

One further analysis was then performed to determine if participants scoring higher on a particular modality may be naturally more able at this form of test. Results indicated no statistically significant difference in MCQ scores between those using a visual (M=54.86, SD=16.2), auditory (M=53.79, SD=19.79) or kinaesthetic learning style (M=60, SD=17.22), F (2, 25) =0.57, p=0.567, $\eta^2=0.02$ – suggesting that this type of task (Spearman MCQ) is no easier nor better suited to those dominant in any particular learning style, ruling out this as a contributory factor to the main effect.

**Relevance**

The main finding of this study, that instructing students via their matched style can positively impact on their performance, concurs with several other such as that of Zymno and Waalen (2001), Bernold, Bingham, Mcdonald and Attia (2000), and Ahmed (2012) who all found performance of a matched experimental group to be significantly greater to that of the control group. This study further supports the notion that matching teaching mode to style can enhance students’ awareness of their natural learning strengths, increase motivation and self-efficacy and ultimately increase academic performance (Felder, 2010), with the implication that further incorporation of learning styles into education could be an important step in enhancing performance and increasing grade averages (Cassidy, 2004).


Fieldwork is an integral part of occupational therapy (OT) education that provides opportunity for students to develop and demonstrate essential competencies to practice. This paper describes an introductory fieldwork experience in a Masters level OT

Over the past decade, numerous business schools have begun experimenting with studio-based inquiry, often drawing inspiration from professional studios used within art and design schools and from business and governmental studios used for problem-solving and innovation. Business school studios vary considerably in form, ranging from temporary “pop up” studios to dedicated facilities with full-time staff, with the primary purpose of educating managers in craft, art, and design-based approaches to business problems. The jury on the studio phenomenon is out—can they deliver on their educational promise? To address this question, we pull together 25 years of studio experimentation in multiple settings, visits, and observations of studios around the world and interviews with studio makers from various disciplines. We consider the question of “what is a business studio?” in some detail, conjecture about the value that studios might have for management education, provide examples of four different business studio orientations and how these might translate into practice, and highlight what we believe to be some essentials when starting and running a business studio.


Abstract Reflective practice and critical analysis are major components in any creative discipline. For the ephemeral performing arts such as music, keeping art ‘in the conversation about art is central to meaningful engagement with a discourse around the creative work ( ...

The ritualistic use of statistical models regardless of the type of data actually available is a common practice across disciplines which we dare to call type zero error. Statistical models involve a series of assumptions whose existence is often neglected altogether, this is specially the case with ipsative data. This paper illustrates the consequences of this ritualistic practice within Kolb’s Experiential Learning Theory (ELT) operationalized through its Learning Style Inventory (KLSI). We show how using a well-known methodology in other disciplines—compositional data analysis (CODA) and log ratio transformations—KLSI data can be properly analyzed. In addition, the method has theoretical implications: a third dimension of the KLSI is unveiled providing room for future research. This third dimension describes an individual’s relative preference for learning by prehension rather than by transformation. Using a sample of international MBA students, we relate this dimension with another self-assessment instrument, the Philosophical Orientation Questionnaire (POQ), and with an observer-assessed instrument, the Emotional and Social Competency Inventory (ESCI-U). Both show plausible statistical relationships. An intellectual operating philosophy (IOP) is linked to a preference for prehension, whereas a pragmatic operating philosophy (POP) is linked to transformation. Self-management and social awareness competencies are linked to a learning preference for transforming knowledge, whereas relationship management and cognitive competencies are more related to approaching learning by prehension.


Blasco, M. (2015). Conceptualising curricular space in business education: An aesthetic approximation. Management Learning, 1350507615587448. * This article outlines a conceptual framework for conceptualising students’ experiences of curricular space from an aesthetic perspective. The curriculum is conceived as a three-dimensional, aesthetic artefact that elicits sensory responses and judgements about meaning that can impact learning. Space is conceived in terms of three dimensions that may either be
produced or foreclosed by curricular structures and content: time-space dimension, autonomy dimension, reflective dimension and cognitive dimension. Together, these spaces enable imaginative space, which is important for innovative and creative thinking. The Japanese concept of ma is proposed as a fruitful way of thinking about space in curricula not as wasteful, inefficient or a mere void to be filled but as the element that enables learning to result from exposing students to structures and content.


Play has been documented to be present throughout the lifespan. Play and learning are commonly associated with childhood yet their place within formal post-secondary settings has been overlooked. Considering the role of play in human development and the important role post-secondary early childhood teacher education programs (ECTE) have in preparing preservice teachers to create positive quality experiences for young children in early childhood education and care (ECEC) settings, ECTE is a fertile context for inquiry on play and learning with adult learners. This study highlights the voices of 19 faculty members working in 13 recognized post-secondary Diploma and Certificate ECTE programs across six provinces and territories in Canada. It is a qualitative study that integrates various methods within a four-stage model to explore teacher beliefs and practices. Images, narratives and semi-structured interviews are used to provoke reflection while shedding light on (a) who faculty are, (b) their beliefs on play and learning for children and adult learners, (b) their related self-reported teaching practices, (c) perceived influential factors, and (d) recommendations for faculty professional development. Data were triangulated and analyzed through three steps. Faculty valued play and learning in both ECEC and ECTE settings and provided examples of how they put their beliefs into practice in ECTE programs. Insights reveal ways in which the relationship between play and learning in education shifts from children’s spontaneous free play towards a structured and goal-oriented play in adulthood, including influential factors that may contribute to the change. Findings are discussed based on features of an existing ECTE professional development system model (Hyson et al., 2012), along with additional questions that are raised. A proposed model of a relationship between faculty’s beliefs and practices is also presented, along with reported mediating factors operating at different levels. The study contributes to gaps within the literature and comes at a time when pressures for standardization and school readiness are putting the place of free play at risk in early childhood settings. The study’s strengths and limitations are discussed. Recommendations and future directions for research, ECTE programs, and ECTE faculty are provided.


The purpose of this research study was to investigate the effect of a music and movement integrated mathematics curriculum on second grade students’ emotional, behavioral, and cognitive engagement with learning. A concurrent triangulation design was used to guide this inquiry. Four types of data were collected from the following sources: (a) journal reflections; (b) surveys; (c) videotaped student performances; and (d) written work...
samples. Participants were seventeen 2nd grade students from a public school in Newark, Delaware. Findings from in-depth data analyses suggest that participants perceived the integrated learning experience to be emotionally, behaviorally, and cognitively engaging.


This study explored the lived experiences of 20 counselors-in-training (CITs) in a mindfulness experiential small group. Using grounded theory, the authors described a 5-dimensional model for navigating ambiguity. Findings suggest mindfulness training ...

Bonrath, Esther M. MD; Dedy, Nicolas J. MD; Gordon, Lauren E. MSc; Grantcharov, Teodor P. MD, PhD (2015). Comprehensive Surgical Coaching Enhances Surgical Skill in the Operating Room: A Randomized Controlled Trial. Annals of Surgery. 262(2): 205-212 *

Objectives: The aim of the study was to determine whether individualized coaching improved surgical technical skill in the operating room to a higher degree than current residency training.

Background: Clinical training in the operating room is a valuable opportunity for surgeons to acquire skill and knowledge; however, it often remains underutilized. Coaching has been successfully used in various industries to enhance performance, but its role in surgery has been insufficiently investigated.

Methods: This randomized controlled trial was conducted at one surgical training program. Trainees undergoing a minimally invasive surgery rotation were randomized to either conventional training (CT) or comprehensive surgical coaching (CSC). CT included ward and operating room duties, and regular departmental teaching sessions. CSC comprised performance analysis, debriefing, feedback, and behavior modeling. Primary outcome measures were technical performance as measured on global and procedure-specific rating scales, and surgical safety parameters, measured by error count. Operative performance was assessed by blinded video analysis of the first and last cases recorded by the participants during their rotation.

Results: Twenty residents were randomized and 18 completed the study. At posttraining the CSC group (n = 9) scored significantly higher on a procedure-specific skill scale compared with the CT group (n = 9) [median, 3.90 (interquartile range, 3.68–4.30) vs 3.60 (2.98–3.70), \( P = 0.017 \)], and made fewer technical errors [10 (7–13) vs 18 (13–21), \( P = 0.003 \)]. Significant within-group improvements for all skill metrics were only noted in the CSC group.

Conclusions: Comprehensive surgical coaching enhances surgical training and results in skill acquisition superior to conventional training.


This paper applies Experiential Learning Theory to examine learning experiences of UK children during a holiday to assess the potential of holidays as influencing factors in educational achievement and attainment. The paper presents findings from a study ...
Botelho, W. T., Marietto, M. D. G. B., Ferreira, J. C. D. M., & Pimentel, E. P. (2015). Kolb's experiential learning theory and Belhot's learning cycle guiding the use of computer simulation in engineering education: A pedagogical proposal to shift toward an experiential pedagogy. *Computer Applications in Engineering Education.* This work aims to contribute to a rethinking of the computer simulation used in the high education in Engineering. In order to design a set of simulation laboratory activities, a pedagogical proposal is presented on basis of Kolb's Experiential Learning Theory and


Organizational change efforts typically fail (Beer & Nohria, 2000). While there is extensive literature around organizational change, missing from that literature is empirical research regarding how the choice sets identified prior to making the final decision regarding a change are developed and how perceptions of that process might influence the willingness of individuals within the organization to support the change. This research seeks to answer a four-fold question: 1) what inputs do organizations take into account when considering an organizational change; 2) how are those inputs incorporated into the choice sets from which a final decision is made about what change, if any, will be attempted; 3) what role does attention play in the development of these choice sets; and, 4) how does attention affect the individual’s satisfaction with choice sets, perceived quality of organizational decision, and affective commitment to change? We chose an exploratory sequential mixed methods approach comprised of both qualitative and quantitative strands. Our research context is curriculum change decision-making. We interviewed U.S. Business School faculty and administrators as well as an industry expert and we surveyed faculty and administrators in business schools and in higher education in general. Our results suggest that there are twelve main categories of inputs that business schools consider in their curricular deliberations and that the amount of attention paid to each input varies across schools. Our study reveals that attention plays a significant role in explaining not only satisfaction with the choice sets, but also perceived quality of the decision and affective commitment to the change decided upon. Our research is important because it uncovers a new concept of change management—which we call Attentional Change—that captures the notion that an individual’s commitment to organizational change is a function of what the organization pays attention to in terms of focus and capacity. This is the first study we are aware of that empirically tests the impact of these two dimensions of attention on the individual’s affective commitment to the change decision.


This survey research aims to explore grades 1-12 students’ learning styles according to Kolb’s model. The data was collected from 9,600 students in 120 schools, which located in 20 provinces in six regions of Thailand. The Learning Styles Questionnaire (LSQ) adapted from Kolb’s model of learning styles were sent to the sample by post and 77.5% of them were returned. The respondents were 7,444 students (59.3% female, 40.7% male) aged from 7 to 19 years old. In data analysis, the respondents’ preferred learning styles were categorized into: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC) and Active Experiment (AE). These learning styles were calculated for mean and standard deviation. The relationships between the respondents’ learning styles and their genders, grade levels, school sizes and regions were examined by using the One-way Analysis of Variance and Sheffe multiple comparisons. After that, the combination of learning styles’ scores was plotted and interpreted into four types of learners including Diverging, Accommodating, Assimilating and Converging and counted for their frequencies. The results revealed that the students’ learning styles were significantly different regarding their genders, grade levels, school sizes and regions. That is, the female students, the grade level 1 students and the students from large-size schools significantly had mean scores in CE, RO, AC and AE higher than the male students, the students in other grade levels and the students from small-size and medium-size schools, respectively. However, the regions that schools located did not show a strong pattern of relationship with students’ learning styles. In addition, most of the students preferred to be the Diverging learners, followed by the Accommodating, Assimilating and Converging learners. The implications from these findings were also discussed.


More than ever, college students vary in terms of nationality and cultural backgrounds, which raises the question: do these cultural differences translate into different learning styles? This study attempts to investigate how marketing students from different ...
demonstration (team work, communication, influence, and work proficiency and effort). In comparisons to students participating in instructional conditions with less social interaction and fewer reflective activities, students participating in an instructional condition that promoted higher levels of these activities exhibited considerably greater student-student dialogue, instructor-student dialogue, and reflection. These learning behaviors in turn led to enhanced self-efficacy for class performance and skilled activity. In addition, students’ perceptions of psychological safety partially mediated relationships between instructional method and dialogical and reflective activities. The implications of these findings for coupling action, dialogue and reflective activities in management education and training as well as avenues for future research are discussed.


Teaching values provides a particularly difficult challenge, relative to teaching concepts. We define concepts as the knowledge structures and thought processes by which students classify elements of a situation and identify the patterns of cause and effect. Values are defined as the relative importance students place on their interests and objectives. While it is relatively easy for a teacher to illustrate the importance of concepts to students’ interests and objectives, it is much more difficult for teachers to influence the interests and objectives themselves. While concepts are attempts to objectively represent reality, interests and objectives tend to be seen as subjective expressions of each student’s unique personality. However, students’ interests and objectives can be influenced by education, and some interests and objectives are more desirable than others from the perspective of society, employers, and the students’ own well-being. This paper addresses the problem of teaching values from the perspective of motivational theory and Kolb’s experiential learning theory. Kolb’s theory suggests that the degree of involvement in an experiential exercise will determine the degree to which students internalize the consequences of their decisions, and hence, are motivated to reassess their values.

With continued development of related technologies, Web 2.0 has become an important site of learning innovation. In particular, social networking sites such as Facebook, which have become popular, have the potential to function as an educational tool enabling peer feedback, interaction, and learning in a social context. Preparing appropriate environments for learners with different needs is essential to learning in general and online learning in particular. Yet, in order to create such learning environments, educators must understand differences in students’ learning styles. Although some research focuses on the effects of individual differences such as age and gender on the use of social networking sites, experimental research related to students’ learning styles is still limited. This study used Kolb’s Learning Style Model to investigate differences in student learning outcomes and satisfaction using mobile Facebook for learning, according to learning style. Results showed that participants with “Assimilating” and “Diverging” learning styles performed better than those with “Accommodating” and “Converging” learning styles did and had higher self-efficacy, observational modelling and habit strength toward learning in mobile Facebook. The paper also makes suggestions for integrating mobile Facebook into class and recommendations for future research.


Knowledge of an individual’s learning style dynamics might be used to further improve personalized learning, instruction, or educational materials. Previous contributions to learning style theories have assumed that an individual’s learning style preference is invariant. However, the findings in this study suggest that an individual’s learning style preference can dynamically change depending on the circumstances in which the learning is taking place.

A learning style is the type of training method an individual prefers to use in developing working knowledge. We define learning style dynamics as the natural change in preferred learning style as a function of one or more circumstances. Such circumstances might include: type of material being studied, mode of delivery, educational level, motivational level, etc. The particular circumstances that the present study focused on was the type of subject matter.

Related work in this area includes the Kolb Learning Style Inventory (KLSI), which measures learning style and flexibility. Flexibility is the ability of an individual to use a different style than their preferred style of learning. However, one’s ability to change learning styles is not the same as one’s natural change in learning style preference due to circumstances. Since the KLSI survey does not include questions relating to learning circumstances, learning style dynamics does not appear to be measurable by the current KLSI survey.

Based on the apparent assumption made in prior studies, that one’s learning style is invariant to learning circumstances, we chose to test that assumption in this study. We chose the circumstances to be class subjects that all of our survey participants have
studied. Our research question was: Can an individual dynamically change learning styles between subject matters (mathematics and English)?

To investigate our research question, we created a Dynamic Learning Style Inventory (DLSI) and analyzed the significance of the results provided by 185 university students. The wording of each survey question was strategically chosen to apply to both mathematics and English to help ensure that differences in learning styles between the disparate subjects were fairly measured. To automate the investigation, we administered our DLSI online and we developed computer algorithms to statistically analyze the survey data. This enables other researchers to verify our findings, perform a DLSI on a different set of individuals, or using a different set of learning circumstances. Our results showed that 36 percent of the students had used a different learning style between studying mathematics and English. These results were shown to be statistically significant (tave = 3.39, tstd = 1.17, p < 0.05), and therefore appear to support the existence of dynamics in learning styles.


A key trend is the convergence (Figure 1) of established infrastructures and practices with emerging techniques and vast amounts of information, internal and external to, the enterprise. The result is a level of connectivity and speed of communication that did not exist within most large organizations ten years ago. In context to enterprise search & discovery capability, this highly connected environment (network of systems with different functions) may be analogous in part to a corporate brain. A highly connected, self-organizing and adapting system. A system in which information is continually monitored, remembered, recalled, browsed and visualized; analysis, inferences & deductions made, forecasts predicted, hypotheses tested & ideas emerged. People, information, machines, communities and physical infrastructure are all connected in this brain.


The authors describe an intensive graduate program involving compressed classroom preparation followed by a period of experiential activities designed to reinforce and enhance the knowledge base. Beginning with a brief review of the andragogical issues, they describe methods undertaken to track learning styles via the Kolb Learning Styles Inventory (Version 3.1) among a cohort from matriculation to 2 months post-graduation when the individuals were in practice. Finally, the outcome of the study and potential implications of each finding are described.

Cox, J. D. (2015). The effectiveness of traditional versus online training for millennial multinational corporation employees. DBA dissertation Argosy University Phoenix Campus*
Multinational corporations (MNCs) are facing ever-increasing global competition and faster product cycles while dealing with a loss of talent as older, experienced employees leave the workforce. Training is one way that MNCs may address these issues. Millennials, the MNC workers of today and tomorrow, born between 1982 and 2003, have been found to have a preference for traditional (classroom) learning and traits unique from previous generations, which may present teaching challenges. This quantitative, correlational research study consisted of 233 millennials employed at various small and medium U.S.-based MNCs who had taken either traditional or online training. The purpose of the study was to determine whether a difference existed in MNC millennial employees’ learning style and/or satisfaction between the type of learning environment (traditional or online) and, if a difference existed, if the difference depended on sex (male or female). A moderated MANOVA analysis found no significant difference in participants’ learning styles or satisfaction, nor that sex had a significant moderating effect in either instance. Based on the findings, there is justification for the existing trend of MNCs to increasingly move their training online to capture the benefits of cost reduction and training flexibility without the loss of training effectiveness among millennials. A further recommendation is that training should consider the needs of all employees, including millennials, by incorporating trainee feedback and the most technically advanced training possible. Further research is recommended through adding a qualitative component, random sampling, examining other types of training classes, and using non-U.S. participants.


In an influential publication in 2009, a group of cognitive psychologists revealed that there was a lack of empirical evidence supporting the concept of learning styles-based instruction and provided guidelines for the type of research design necessary to verify the learning styles hypothesis. This article examined the literature since 2009 to ascertain whether the void has been filled by rigorous studies designed to test the matching hypothesis and identify interaction effects. Correlational and experimental research recently published on learning styles is reviewed, along with an examination of how the subject is portrayed in teacher education texts. Results revealed that the more methodologically sound studies have tended to refute the hypothesis and that a substantial divide continues to exist, with learning styles instruction enjoying broad acceptance in practice, but the majority of research evidence suggesting that it has no benefit to student learning, deepening questions about its validity.


**Abstract** Throughout our lives, we face the important task of distinguishing rewarding actions from those that are best avoided. Importantly, there are multiple means by which we acquire this information. Through trial and error, we use experiential feedback to evaluate our actions. We also learn which actions are advantageous through explicit instruction from others. Here, we examined whether the influence of these two forms of learning on choice changes across development by placing instruction and experience in competition in a probabilistic-learning task. Whereas inaccurate instruction markedly biased adults' estimations of a stimulus's value, children and adolescents were better able to objectively estimate stimulus values through experience. Instructional control of learning is thought to recruit prefrontal–striatal brain circuitry, which continues to mature into adulthood. Our behavioral data suggest that this protracted neurocognitive maturation may cause the motivated actions of children and adolescents to be less influenced by explicit instruction than are those of adults. This absence of a confirmation bias in children and adolescents represents a paradoxical developmental advantage of youth over adults in the unbiased evaluation of actions through positive and negative experience.


This study explores the learning-style and knowledge-building preferences of interior architecture students using Felder–Soloman's Index of Learning Styles. Considering the learning and knowledge-building skills of students in design education, this study concludes that the instructor should not only be a conveyor of knowledge but also a facilitator. The findings indicate that design students' preferred learning styles are as follows, in descending order: Sensing/Intuitive, Visual/Verbal, Active/Reflective and Sequential/Global. In the two-way analysis, where the student's design studio grade was
the dependent variable, significant effects were obtained for each scale. Furthermore, double interactions were highly significant between the Active/Reflective and Sensing/Intuitive scales and between the Active/Reflective and Sequential/Global scales.


Abstract: Although the academic community (largely) seems to place a considerable degree of trust in Hofstede’s claims regarding cultural differences and education, there has been relatively very little research conducted to test his claims. Where (valuable) critiques have been made, they have been based on rhetoric and references to other similar studies. To help fill this gap, this paper tests Hofstede’s claims regarding his five dimensional cultural model and resulting pedagogical values using Likert-scales surveys on a sample of 327 students from 37 nationalities studying at a third level institute in Ireland. The results did not support the validity of any of the five dimension cultural values in an educational context. These findings are particularly relevant to HE management interested in the training and development of teaching staff working with international students and in general HE institute communication with those students.


Abstract

Background: Medical education can play important role in cultivating the willingness among the medical students to work in underprivileged areas after their graduation. Experiential learning through early exposure to primary health care centers could help students better understand the opportunities and challenges of such settings. However, the information on the real experiences and reflections of medical students on the rural primary health care settings from low-income countries like Nepal are still limited. The aim of this study is to demonstrate the learning process of the medical students through their reflective writings based on Kolb’s theory of experiential learning.

Methods: The students wrote their experiences, observations and reflections on the experiential learning from the primary health care centers on individual logbook as part of their community posting assignments. We analyzed the data of 50 logbooks through content analysis using Kolb’s experiential learning cycle as a theoretical framework.

Results: The students’ reflections are structured around the four main learning stages of Kolb’s experiential learning theory. Each learning stage consisted of different categories. The first stage consisted of concrete experiences on rural health and learning by doing. The second stage included their reflective observations on primary versus tertiary care, application of theoretical knowledge and role of supervisors. In the third stage, the students developed and refined their concepts on self-development, understanding reality, compassion and sense of responsibility. The final stage, active experimentation, included their immediate future plans, suggestions to improve curriculum, plans after becoming a doctor and suggestions to improve policies.

Conclusion: This study provided important insights on different stages of experiential learning of medical students on primary health care in low resource rural settings. Reflective writing of experiential learning could be an important step to address the gaps in medical education for resource constraint settings like that of Nepal and other low-income countries.

In this article, we share a framework for the purposeful design of presence in online courses. Instead of developing something new, we looked at two models that have helped us with previous instructional design projects, providing us with some assurance that the design decisions we were making were fundamentally sound. As we began to work with the two models we noted that they could be overlaid to create a useful design framework for our efforts. The framework—what we refer to as the Presence+Experience (P+E) framework—merges the Community of Inquiry (CoI) model with Kolb’s experiential learning cycle. We used this framework to guide the redesign of Science, Technology, Engineering, and Mathematics (STEM) method courses for eLearning delivery.

Dweck, C. S. Why Foster a Growth Mindset?. September 2010 | Volume 68 | Number 1 Giving Students Meaningful Work Pages 16-20 Even Geniuses Work Hard *

Let's give students learning tasks that tell them, "You can be as smart as you want to be." We can all agree that meaningful schoolwork promotes students' learning of academic content. But why stop there? I believe that meaningful work can also teach students to love challenges, to enjoy effort, to be resilient, and to value their own improvement. In other words, we can design and present learning tasks in a way that helps students develop a growth mindset, which leads to not just short-term achievement but also long-term success.


Play is acknowledged as a fundamental need and right of the human experience. However, across the human lifespan is not always valued. Research on play has traditionally been on children, and while some attention is now being paid to older adults, there is little scholarship regarding play in adulthood. This exploratory study examined
how adults in early adulthood (25-40 years old) play, the influence playing has on creativity and career performance, and implications for future research on play. The study was completed utilizing traditional and non-traditional research methods with the intent to incorporate the participants’ voice and perspectives into a human-centered research design. The end results of this study, demonstrated that early adults engage in a number of play experiences that shape their development and learning as well as influence their creativity and work performance. The use of human-centered research provided participants with the opportunity to individualize data collection, analyze results, and have a voice in the final product.


In this paper, the analysis and test of ipsative data will be discussed, and some alternative methods will be suggested. Following a review of the literature about ipsative measurement, the Competing Values Framework will be presented as a major application in the field of organizational culture and values. An alternative approach for the intra-individual analysis and test of ipsative data will be suggested, which consists of: (i) a method that uses closed part-wise geometric means as a descriptive statistic; (ii) a nonparametric bootstrap test to create confidence intervals; and (iii) a permutation test to evaluate equivalence between ipsative scores. All suggested methods satisfy the three basic statistical requirements for the analysis of ipsative data, that is: scale invariance, permutation invariance, and subcompositional coherence. Our suggested approach can correctly compute and compare organizational culture profiles within the same organization, as will be demonstrated with an example. However, the problem of drawing inter-organizational contrasts in ipsative measurement still remains unsolved. Also, our alternative approach only allows for a relative interpretation of the results.

ABSTRACT The creation of the World Trade Organization (WTO)’s dispute settlement system (DSS) in 1995 remains one of the most puzzling outcomes in international politics and international law in the 1990s. We provide a new explanation for this move to law. We argue that important contextual variables of the negotiations have been largely overlooked by existing explanations, namely “experiential learning.” While negotiations to create institutions are characterized by uncertainty about distributional effects, negotiators will look for clues that moderate uncertainty. In the context of the Uruguay Round negotiations, a significant amount of information was drawn from actual practice and experience with the existing General Agreement on Tariffs and Trade (GATT) dispute settlement system. In short, experience gained with judicial institutions and outcomes is important to understand the key results of the negotiations: a legalization leap, more specifically a judicialization of the existing dispute settlement system. We focus on the two dominant actors in the negotiations (the United States and the (then) European Community) and provide evidence for our argument based on an analysis of GATT cases in the 1980s, GATT documents, and in-depth interviews with negotiators who participated in the negotiations.


The central message of this book is that styles “people’s preferred ways of processing information and handling tasks” (p. 4) can be changed. Fundamentally, Zhang argues that if styles are malleable they can be taught. Using intellectual styles as an umbrella concept to encompass all style constructs (e.g., cognitive styles, learning styles, learning patterns, thinking styles, learning orientations, learning dispositions, approaches to learning), Zhang explores the notion of style malleability by investigating whether styles change as a function of gender-role socialization, culture, academic discipline, occupation and with or without training interventions over time. Zhang has approached this task in herculean fashion through her systematic and in-depth exploration of research (incorporating detailed analysis of 404 articles and reports) including empirical studies from the 1960s to the present day, across different disciplines, education phases and employment, and diverse cultural contexts.


The aim of this paper is to present a new approach in user modeling process that use learning and cognitive styles and student emotional state to adapt the user interface,
learning content and context. The model is based on a constructivist approach, assessing...


Today, one of the most important and challenging issues in artificial intelligence is modeling human behavior in virtual environments. Furthermore, studying e-learning environments is in great demand in computer science which requires understanding... 


A learning style describes the attitudes and behaviors, which determine an individual’s preferred way of learning. Learning styles are particularly important in educational settings since they may help students and tutors become more self-aware of their strengths and weaknesses as learners. The traditional way to identify learning styles is using a test or questionnaire. Despite being reliable, these instruments present some problems that hinder the learning style identification. Some of these problems include students’ lack of motivation to fill out a questionnaire and lack of self-awareness of their learning preferences. Thus, over the last years, several approaches have been proposed for automatically detecting learning styles, which aim to solve these problems. In this work, we review and analyze current trends in the field of automatic detection of learning styles. We present the results of our analysis and discuss some limitations, implications and research gaps that can be helpful to researchers working in the field of learning styles.


Research demonstrates that experiential education contributes to enhancing students' workplace readiness and employability. Business schools have responded by embedding experiential learning opportunities, ranging from work placements to live client projects, throughout curriculum. This case study synthesizes research and theory from education and psychology to conceptualize how experiential learning in management education facilitates emotional engagement and learning. We proceed to pilot a conceptual model through a content analysis of reflective journals from an experiential course at an undergraduate business school. This case study suggests that student-goal orientation plays an important role in predicting emotional response, regulation and, ultimately, performance within an experiential learning environment. In addition, this study identifies that interdependency inherent within team-based experiential learning is a critical trigger of negative emotions. This suggests that the educational value of experiential learning is focused on how students learn to regulate and adapt to negative emotions, while maintaining a focus on performance.

Summary Statement: Simulation-based education (SBE) has emerged as an effective and important tool for medical educators, but research about how to optimize training with simulators is in its infancy. It is often difficult to generalize results from experiments on instructional design issues in simulation because of the heterogeneity of learner groups, teaching methods, and rapidly changing technologies. We have found that cognitive load theory is highly relevant to teaching in the simulation laboratory and a useful conceptual framework to reference when designing or researching simulation-based education. Herein, we briefly describe cognitive load theory, its grounding in our current understanding of cognitive architecture, and the evidence supporting it. We focus our discussion on a few well-established cognitive load effects with examples from simulation training and recommend some instructional applications with theoretical potential to improve learning outcomes.


Despite being viewed as a major construct at the heart of human resource development (HRD), considerable complexity, confusion, and ambiguity exists regarding the conceptualization of development. The notion of development has attracted interest from a

Aim. In close cooperation with an international automotive supplier we developed the “C²” business simulation game in order to meet real work practice needs. Based on the example of a site-location decision and the setup of a new factory in China, the participants of the game experienced the challenges of an interdisciplinary project team as well as project management in complex and rapidly changing situations. During the game we used the creative learning method LEGO® Serious Play®, which helps to express different understandings through hands-on modelling. The aim of the game is to acquire and improve both technical project management knowledge and soft skills of the participants.

Method. In total, 47 students participated in one of six two-day game sessions. They reported self-perceptions about their skill level through pre- and post-game questionnaires. Further data were collected during the simulation game based on observations, lessons learned reflections of the participants and evaluation questionnaires.

Results. Results from our pre- and post-game self-assessment questionnaires show that the “C²” business simulation game improves not only conceptual knowledge about project management but also team working and the participants’ other soft skills. Results indicate that the students’ reactions to the simulation game were positive, and students felt that the LEGO Serious Play method helped them to better cope with challenges of teamwork, influences of stakeholders, risk factors and unpredictable project situations.

Conclusion. These results suggest that our business simulation game has the potential to be an effective learning and training tool to provide students with relevant skills necessary for project managers. By giving students the opportunity to act in an authentic scenario based on a real project case, we can support their action-oriented as well as their trial-and-error learning, or in short their learning through experience.

university students, not only for getting a university degree but also for preparing themselves for their career. Students and their instructors should be aware of what attributes related to students’ perceptions and habits influence their learning styles. Studies in literature have mainly used Kolb's four-region styles, and this study is one of the few that investigate Kolb's nine-region styles and the only study that compares the two with data from the field. This is the first study in literature that investigates the research question of how important the various learning and personal attributes of university students are in predicting and classifying the learning styles. The main contribution of this study is showing that the Kolb's four-region and the nine-region learning style can be explained through different attributes. This study is also valuable for discovering the relations of the students’ personal attributes, the students’ learning styles and perceptions about studying and learning. Study planning, active participation, and group studies are listed as the most desired learning activities. Making learners aware of their learning styles and how to accommodate this in the learning environment obtains significant benefits to learning outcomes.

Graham, L., & West, C. (2015). Teaching cultural competence through team-based learning (TBL). *J Contemp Med Edu, 3*(2), 87. *Teaching Cultural Competence through Team-Based Learning* describes strategies and instructional methods for effective teaching using more than one modality. While the focus was on teaching cultural competence, developing a workshop that allowed for the incorporation of a hot topic and a specific active teaching method, gave way to a myriad of opportunities. Participants were able to identify background knowledge and awareness of cultural competence, while training in and learning about a modified TBL and the lesson cycle. This permitted for the design and construction of a demonstration which included implementing specific teaching methods while delivering cultural competence content. This faculty development experience was created to determine if this combined format of integrating teaching modality instruction and simultaneously covering specific material was effective. Our questions were: Would participants learn successfully in this manner, and if so, would they be willing to try it themselves? Some of the faculty members who expressed interest at the conclusion of the workshop decided to incorporate some of these strategies. The positive feedback about the workshop provided motivation to share this best practice with others. Beginning with the hook we utilized, the design is described and the process is elaborated on in such a way that others could likely create a similar workshop for the similar purposes.

This paper discusses some myths and misconceptions that have emerged in relation to neuroscience and coaching, and explores the notion that neuroscience provides a foundational evidence-base for coaching, and that neurocoaching is a unique or original coaching methodology. It is found that much of the insights into coaching purported to be delivered by neuroscience are long-established within the behavioural sciences. Furthermore, the empirical and conceptual links between neuroscientific findings and actual coaching practice are tenuous at best. Although at present there is no convincing empirical support for a neuroscientific foundation to coaching, there are important ways in which coaching and neuroscience can interact. There is good evidence that solution-focused cognitive-behavioural (SF-CB) coaching can reliably induce specific behavioural and cognitive changes. SF-CB coaching could thus be used as a methodology to experimentally induce specific changes including greater self-insight and better relations with others. Subsequent changes in brain structure or brain activity could then be observed. This has potential to be of great value to the neuroscience enterprise by providing more hard evidence for concepts such as neuroplasticity and brain-region function-specificity. It may well be that coaching can be of greater use to the field of neuroscience than the field of neuroscience can be to coaching. In this way we can address many neuromyths and misconceptions about brain-based coaching, and begin to author a more accurate and productive narrative about the relationship between coaching and neuroscience.


There has been an almost exponential growth in the amount of coaching-specific and coaching-related research over the past ten years. At the same time there has been considerable interest in the development of evidence-based approaches to coaching, and many coaching practitioners have incorporated the phrase into their terms of reference for their practice. However, there is still a lack of clarity about what constitutes evidence-based coaching, and there have been few, if any, published guidelines about how to determine the relevance of different bodies of research to coaching practice. This article discusses the nature of evidence-based practice as it relates to coaching and then presents a two-by-two framework that highlights the relevance of a broad range of research to evidence-based coaching practice. The aim of this paper is to help further develop a more nuanced view of evidence-based approaches to coaching practice.


Although the learning style construct has aroused much interest over the years, questions remain regarding basic issues such as definition, the validity and/or reliability of various measurement instruments, and the relationship between learning style and successful learning. Furthermore, although maintaining stylistic flexibility is recommended by many authors, few studies have attempted to relate the style-stretching concept to successful learning. This study therefore attempted to address these questions. According to results, conducted among 106 Turkish university students, using an original instrument constructed using elements from established questionnaires, a small group of styles was significantly correlated with exam results, accounting for about a quarter of the variance (considered a large effect size in social science). In addition, higher-scoring students reported a more eclectic range of styles, suggesting more willingness to style-stretch, while lower-scoring students reported a more limited range. Pedagogical implications as well as areas for ongoing research are suggested.


Contemporary entrepreneurship education (EE) is often based around a team-based challenge such as creating a new venture or solving a startup problem. A creative and professional solution to such a challenge requires individual and team efforts. At the level of the individual student, self-regulated learning (SRL) is proposed as an effective way to learn in entrepreneurial projects. At the level of a student team, team learning and psychological safety are hypothesized to contribute to group performance. Yet, there is little evidence to support these claims. I seek to add to the literature by demonstrating the effects of SRL, team learning, and psychological safety on various assessment types in the context of an entrepreneurship class. Data is collected from 194 students in 41 groups. Analysis is performed with hierarchical linear modeling. The results suggest that SRL is positively related to assessments at the individual level. Team learning and psychological safety are positively related to assessments at the group level. The results inform educators, students, and entrepreneurs about effective learning strategies.


Purpose. The purpose of this article is to show how the group-dynamic approach, as developed by the social psychologist Kurt Lewin in his field theory, deepens learning during the debriefing phase.

Design/Methodology/Approach. This article offers insight into Lewin’s field theory and its main principles for social learning within groups by addressing the group dynamics of simulation and gaming. We discuss the potential gains of using emerging group dynamics, and present concrete methodological suggestions.

Findings. Seen from a systemic-constructivist view, group conflicts often mirror those in organizational, contextual, or social settings. These conflicts and contradictions can be made visible through emotions. Connecting emotions and simulation dynamics makes the insights for participants more relevant and easily transferable to real life situations.

Limitations/Implications. Lewin’s ideas have spread widely, and many researchers have worked to develop them further. Lewin’s thoughts seem to be integral to *Simulation & Gaming*, although links to his work are not often cited or mentioned explicitly. Despite his theory’s apparent impact on much of gaming and simulation, many gamers still fail to integrate principles of group dynamics in game and debriefing design.

Originality/Value. Group dynamics during simulations are often close to real life experiences and can be very demanding. Facilitators may link group dynamics to the content of the simulation, thereby deepening social learning and the understanding of complex systems.

Many educational theorists believe that there is no best teaching style. A common principle in the discipline of sports coaching is that coaches should base their teaching style(s) on a number of considerations. These include: the developmental characteristics and individual requirements of the player, as well as the subject matter intent. Apart from anecdotal reports, however, the subject of tennis coaches and teaching styles remains largely unexplored. It is unknown what teaching styles coaches are employing during coaching sessions and whether these teaching styles are associated with recommended pedagogical principles advocated by scholars. The insights with regard to teaching styles that underpin and inform the coaches’ decisions to employ particular teaching styles during coaching sessions are equally undetermined. Perhaps this noted lack of information regarding teaching styles is due to the theoretical and practical difficulty of comparing the various terms and interpretations that tennis coaches enact in relation to their instructional practices. Arguably, many of these conceptions about teaching styles are not organised in a common theoretical framework but rather exist with the individual interpretations of tennis coaches. It has been anecdotally suggested that the terms used to define teaching styles largely lack consistency and uniformity and are frequently employed interchangeably. Conceivably, this has led to the perceived confusion and the absence of a definitive set of concepts and principles reflective of the tennis coaching process and effective practice within it. As diverse learning conditions and experiences are often created by employing different teaching styles, the necessity for coaches to understand and purposefully implement a range of teaching styles to achieve various learning aims and objectives is vital. Contrary to educational convictions and perceptions, however, the results from this study indicated a different view in relation to the recommended employment of a variety of teaching styles. The requirement for a tennis coach to possess the capacity to employ a range of teaching styles when appropriate is perhaps reliant on a number of considerations. Coaches must be prepared to cater for the diversity of players’ learning needs, interests, preferences and developmental readiness or stage of learning. Additionally, tennis involves learning aims and objectives from the psychomotor (physical/motor skill), cognitive (decision making) and affective (enjoyment/motivation) domains. This might suggest the application of specific teaching styles to develop each learning area comprehensively. As no one teaching style encompasses all learning eventualities, an effective coach must have the capability to change, combine and transition between various teaching styles during sessions. To understand fully the holistic nature of sports coaching and to aid in the investigation of the teaching styles that tennis coaches employ, quantitative and qualitative research methods have been employed in this study. It was anticipated that the combination of self-report survey questionnaires, observations and interview methods would result in the creation of data whereby the qualitative findings complemented and extended the meaning of the quantitative results. It was also expected that this combination of research methods would more precisely focus on the entirety of coaches’ practices and insights by revealing the multidimensional and intricate level exchanges that epitomise the complex reality of the everyday tennis coaching habits of Junior Development (JD) and Club Professional (CP) tennis coaches in Australia. This thesis presents the findings of research completed on the self-identified teaching styles of 208 JD and CP tennis coaches in Australia as well as the observed teaching styles of 12 tennis coaches from three 30 minute tennis sessions. As well as these
observations, an additional coach participated in an extended observational period of 18 hours of coaching at their local tennis club. This study also explored the coaches’ insights of teaching styles in addition to the motivations that informed their decisions to employ particular teaching styles during coaching sessions. Therefore, a total of 13 coaches participated in the observation and interview of this study. Mosston and Ashworth’s Spectrum of Teaching Styles (2008) (which is referred to as The Spectrum) was used as a basis for identifying the coaches’ teaching styles.

The Spectrum (Mosston & Ashworth, 2008) consists of 11 landmark teaching styles that function as indicators that represent considerably different teaching and learning experiences. Located between the landmark teaching styles are many, if not an infinite number of, pedagogical variations that share similar, or approximate, but not precise, decision structures of the landmark teaching style(s) that they are located near or between. These variations are termed canopy designs. The results showed that JD and CP tennis coaches in Australia do not use a range of teaching styles during their coaching sessions throughout the year. The coaches were primarily observed employing a canopy design that approximated the decision structures of landmark teaching style Practice Style-B.

This study also indicated a lack of congruence between the landmark teaching styles that coaches’ reported using during their coaching sessions throughout the year and the landmark teaching styles that they actually used. The survey questionnaire respondents reported using all of the landmark teaching styles on The Spectrum (Mosston & Ashworth, 2008). When the video-recorded sessions of the coaches were coded, a total of two landmark teaching styles was actually observed. As a percentage of total time observed, the results from the 12 coaches indicated that they employed landmark teaching style Practice Style-B for 12.87% of the time and landmark teaching style Command Style-A for 0.18% of the time. The 12 coaches were also observed performing two canopy designs. A variation of landmark teaching style Practice Style-B (Canopy design Practice Style-B) was observed for 71.38% of the time and a variation of landmark teaching style Command Style-A (Canopy design Command Style-A) was observed for 10.40% of the time. Among the 12 coaches, no other landmark teaching styles or canopy designs were observed. The results from the extended observation period (18 hours) of the single coach revealed that as a percentage of total time, landmark teaching style Practice Style-B was observed for 13.42% of the time, and landmark teaching style Command Style-A was employed for 1.61% of the time. This coach was also observed using two variations of the landmark teaching styles. Canopy design Practice Style-B was employed for 72.05% of the time and canopy design Command Style-A was used for 9.44% of the time. No other landmark teaching styles or canopy designs were observed. The observed landmark teaching styles and canopy designs strongly correlated with the pedagogical principles associated with direct instruction guidelines. Direct instruction is commonly represented by the coach making decisions about what the students are learning in addition to how and why they are learning it.

The interviews demonstrated that the terms that the coaches used to describe teaching styles lacked consistency and accuracy and were often used interchangeably. It was also revealed that coaches were incapable of accurately describing and identifying their own teaching styles during their observed lessons. This suggests that coaches exhibit a reduced self-awareness of their coaching in practice. However, the findings established that despite the coaches’ limited
awareness of the teaching styles they performed during the observed lessons, they were able to articulate the type of environment they wished to produce and the behaviours they wanted to encourage. For example, all the coaches (n=13) believed in asking the players questions, allowing the players to solve challenges independently, and not prescriptively informing the players what to do or how to do it. In spite of all the coaches advocating the employment of teaching styles that share similar pedagogical principles with indirect instruction, they were unable to explain the theoretical assumptions that underpin these practices. All the interviewed coaches stated that their choice and employment of a particular teaching style did not alter as a function of the age or ability of the players they coached. Modifying, changing or enhancing the practices of tennis coaches necessitates recognition that they can identify their coaching practices as well as understand the assumptions that inform these behaviours. Consequently, research that has the capacity to identify the teaching styles that coaches employ during coaching sessions and the underlying explanations of these practices presents a pathway for coaches to contest and reflect on the effectiveness of their practices. This might produce a more coherent connection between beliefs and practice. Exploring the teaching styles of tennis coaches may provide assistance in identifying how coaches facilitate learning and why coaches decide upon the application of teaching styles during coaching sessions. With an understanding and an awareness of coaching behaviours, theorising about current limitations becomes likely. The possible identification of different features within pedagogical behaviour among tennis coaches in Australia will be particularly crucial in the design of coach education programs and professional development initiatives. These findings may also extend relevance into sports coaching more broadly.


IT skills. The innovative use of resources and environment that supports student and patient-centred learning effectively engages with the students but must be contextually and clinically relevant to the student’s experience.

The professor’s collaboration and collegiate practices in a learning community enrich the learning experience, where best practice can be shared, communicated and supported. Part of this collaboration involves the development of appropriate medical and basic science language is an important element to the learning process.

The learning relationship between the medical student and their mentor is essential, developing trust and confidence where reflective practice is an essential element. Mature leadership allows opportunities for others to develop their own leadership capacities. It is important to be able to measure the impact of the teaching through assessment (formative and summative) and evaluation, which drives continued improvement in the learning experience.


The idea of learning by doing is not new—apprenticeships, driver's training programs, and medical residencies all operate on the model of learning through experience. Observation and modeling alone, however, cannot produce the significant learning experiences.


An antagonistic relationship is traditionally seen as existing between eco-education and technology, with conventional instructional approaches usually characterized by a commentator guiding students in field learning. Unfortunately, in this passive learning approach, the discovery of rich ecological resources in eco-environments to stimulate positive emotions and experiences is often condensed into a “sightseeing”. Therefore, precise and systematic guidance focused on providing a rich learning experience is needed in field learning and eco-education.

Based on Kolb's experiential learning theory, the current study develops an eco-discovery AR-based learning model (EDALM) which is implemented in an eco-discovery AR-based learning system (EDALS). In a field experiment at a botanical garden, 21 middle school students constitute three groups participated in a learning activity using different learning types and media. Quantitative results indicate that, compared to the human-guidance-only model, EDALS successfully stimulates positive emotions and improved learning outcomes among learners. In post-activity interviews, students indicated they found the exploration mode provided by the proposed system to be more interesting and helpful to their learning in school. The use of attractive technologies increase students' willingness not only to learn more about the environment, but also to develop a more positive emotional attachment to it.


The article considers a simulation in the context of experiential learning theory (ELT). Kolb's (1984) cycle of experiential learning involves experiencing, reflecting, thinking and acting. The researchers contend that the impact of incorporating a simulation in a course can be unlocked by purposefully directing student reflection. Cowan (1998) postulates that students should go through a process of reflecting for, in and on action. Through the use of Participatory Action Research (PAR) the researchers developed and
propose educational initiatives that can be employed to encourage student reflection and can be categorised according to Cowan's (1998) model. Additionally, the researchers propose a model of integrative reflection, where reflection is less sequential and reflection for, in and on action overlap. Whilst experience, thinking and acting are imperative, reflection is conceptualised as the phase where the potential of learning in a simulation based course can be enhanced.

I


This article is an account of how the author developed a comprehensive understanding of human learning over a period of almost 50 years. The learning theory includes the structure of learning, different types of learning, barriers of learning as well as how individual dispositions, age, the learning environment and general social and societal conditions influence learning possibilities. All this started when the author, aged 27, broke off his career as a travel agent and joined a course for matriculation at the university. He found this course extremely ineffective and got the idea that a firm knowledge about how human learning takes place might be a starting point for the development of more engaging and effective learning, teaching, schooling and education. Over the years, he gathered inspiration from a broad range of learning theorists such as Piaget, Rogers, Ausuble, Leithäuser, Schön, Kolb, Furth, Mezirow, Kegan and his own Danish instructor, Thomas Nissen. But the theory was built up as his own structure by critically adding new elements from the examination of other theories and carefully analysing experience from teaching, supervising and observing learning courses at all levels from primary school to adult education and university studies.

J


research explores issues related to the sequencing of structure that is provided as pedagogical guidance. A study was conducted that involved grade 10 students in Singapore as they learned concepts about electricity using four NetLogo Investigations of Electricity ...
mandatory business ethics module. We propose that due to evolving learning styles, the immersive nature of interactive games lends itself as a vehicle to make the learning of ethics more ‘concrete’ and ‘personal’ and therefore more engaging. To achieve this, we designed and built an immersive 3D simulation game in the style of a visual case. The effectiveness of the game was evaluated using a mixed methods approach measuring recognised and adapted constructs from the technology acceptance model. Results demonstrate that students found the game beneficial to their learning of ethics with the development of knowledge and skills applicable to the real world and that they engaged with the process due to game elements. Findings demonstrate the potential for the development of simulated games to teach ethics at all levels and modes of delivery and the contribution of this type of visual case model as a pedagogic method. The software development was part of a matched funding project between the University of Roehampton, the UK Higher Education Academy, and a European NGO, ORT France, and involved the design of a pedagogic framework and accompanying web-based interactive 3D animated game to support and develop ethical decision-making skills and moral sensitivity set within a professional business context.

Jiang, Y., Jackson, S. E., & Colakoglu, S. (2015). An empirical examination of personal learning within the context of teams. *Journal of Organizational Behavior*. Using a sample of 588 employees in 59 work teams, we tested a model that situates personal learning within the context of teams, viewing it as a joint function of teams’ leadership climate (i.e., transformational leadership) and task characteristics (i.e., task routineness and task interdependence). Consistent with our hypotheses, we found that the positive relationships between transformational leadership climate and the two dimensions of personal learning (relational job learning and personal skill development) were moderated by the nature of the teams' tasks. Specifically, transformational leadership climate was more strongly associated with personal learning for members of teams working on tasks that were less routine, rather than more routine. However, no significant moderation was found for leadership climate and task interdependence. Our findings underscore the importance of taking into account the contextual conditions within which leadership influence occurs while also demonstrating the potential role that leaders can play in promoting employees' personal learning. Overall, our study bolsters theories that conceptualize adult learning as a transaction between people and their social environments and points to a practical need to match leadership styles with team task characteristics to unleash transformational leadership effects. Copyright © 2015 John Wiley & Sons, Ltd.


This study presents a meta-analysis synthesizing the existing research on the effectiveness of workplace coaching. We exclusively explore workplace coaching provided by internal or external coaches and therefore exclude cases of manager–subordinate and peer coaching. We propose a framework of potential outcomes from coaching in organizations, which we examine meta-analytically (k = 17). Our analyses indicated that coaching had positive effects on organizational outcomes overall (δ =
0.36), and on specific forms of outcome criteria (skill-based $\delta = 0.28$; affective $\delta = 0.51$; individual-level results $\delta = 1.24$). We also examined moderation by a number of coaching practice factors (use of multisource feedback; type of coach; coaching format; longevity of coaching). Our analyses of practice moderators indicated a significant moderation of effect size for type of coach (with effects being stronger for internal coaches compared to external coaches) and use of multisource feedback (with the use of multisource feedback resulting in smaller positive effects). We found no moderation of effect size by coaching format (comparing face-to-face, with blended face-to-face and e-coaching) or duration of coaching (number of sessions or longevity of intervention). The effect sizes give support to the potential utility of coaching in organizations. Implications for coaching research and practice are discussed. Practitioner points Our meta-analysis supports the positive effects of workplace coaching as an approach to employee learning and development in organizations, with a variety of criteria. Our findings indicate that coaching was more effective when conducted by internal coaches and when multisource feedback was excluded. Workplace coaching was effective whether conducted face-to-face or using blended techniques (i.e., blending face-to-face with e-coaching).

K


Abstract

The current study investigates the influence of manipulatives used in combination with traditional approaches to mathematics education and how varying amounts of time spent on manipulative use influence student achievement across different learning styles. Three learning environments were created that incorporated varying proportions of traditional teaching approaches and manipulative methods. In one of the learning environments, the teacher used strictly lecture- and exercise-based teaching activities, which are more conducive to abstract learning. Abstract learners showed higher academic performance compared with concrete learners in the environment where only traditional methods were used. For the other two environments, which utilised varying combinations of manipulative tools and traditional methods, the differences in the mathematics achievement levels among students of varying learning styles were not statistically significant. The study also showed that concrete learners demonstrated higher performance in mathematics when manipulatives were used than did their counterparts in the environment where only abstract activities were used; however, in the third learning environment, increasing the amount of manipulative use did not provide an extra benefit to concrete learners.

Research has shown cultural dimensions can provide insight into effective management within diverse work and school environments. (Sandal & Manzey, 2009). In this study, researchers distributed a research questionnaire based on Hofstede’s original four ... 


This paper focuses on the notion of the learning space at work and discusses the extent to which its different configurations allow employees to exercise personal agency within a range of learning spaces. Although the learning space at work is already the subject of extensive research, the continuous development of the learning society and the development of new types of working spaces calls for further research to advance our knowledge and understanding of the ways that individuals exercise agency and learn in the workplace. Research findings suggest that the current perception of workplace learning is strongly related to the notion of the learning space, in which individuals and teams work, learn and develop their skills. The perception of the workplace as a site only for work-specific training is gradually changing, as workplaces are now acknowledged as sites for learning in various configurations, and as contributing to the personal development and social engagement of employees. This paper argues that personal agency is constructed in the workplace, and this process involves active interrelations between agency and three dimensions of the workplace (individual, spatial and
organisational), identified through both empirical and theoretical research. The discussion is supported by data from two research projects on workplace learning in the United Kingdom. This paper thus considers how different configurations of the learning space and the boundaries between a range of work-related spaces facilitate the achievement of personal agency.


The increasing popularity of experiential learning in management education raises a number of new opportunities and challenges for instructors, particularly with regard to shifting instructor roles and attention to learning through one’s emotions. In this article, we draw on psychodynamics—in particular D. W. Winnicott’s notions of “transitional space” and “holding”—to delineate what a safe space might look like in a management education context. We propose that experiential learning can result in deeper learning when conducted in such a space, which consists of appropriate physical aspects, trust, respect, suspension of judgment and censorship, a willingness to share, and high-quality listening. We further propose that a safe space can be developed and maintained by creating a strong container early on, establishing ground rules, providing lessons in listening and witnessing, teaching by example, and developing a reflexive attitude.


Krebs, D. J. (2015). Implementing Blended Classroom Pedagogy to Deepen Student Understanding in High School Biology. Final MS in education project Brockport College*
The blended classroom model offers excitement and increased student engagement to an aging education system. The objective of this project is to demonstrate how teachers can best deepen student learning founded within 3 main focuses: first, transitioning away from passive lecture centered environments towards active student centered environments, second, to embrace technology as an educational tool, and third, to implement effective hands-on learning protocols. In this comprehensive literature review both benefits and concerns to applying blended classroom frameworks in a 9th grade living environment setting are addressed and reveal it’s effectiveness specifically stating higher student achievement and positive student perception.

Complementing the literature review is a collection of designed lesson plans that support developing deeper student learning. The lesson plans are targeted for teaching at an urban school and follow the Rochester City School District science-pacing chart. Each lesson does not involve any class lecture and emphasizes learning through technology and hands-on experience.

Kruger, J. S., Kruger, D. J., & Suzuki, R. (2015). Assessing the Effectiveness of Experiential Learning in a Student-Run Free Clinic. Pedagogy in Health Promotion, 2373379915575530. Experiential learning is an important contributor to higher education. Incorporating experiential learning into a program of study helps provide a new avenue for the application of theory to practice. These activities are often in the form of volunteer services, which help students translate classroom learning into real-world solutions, address community needs, help students serve their neighbors, facilitate campus–community collaboration, and connect students with local organizations. This article describes an assessment of educationally relevant experiences at a student-run free health clinic. The majority of students believed that their clinic experiences fit well into their academic curriculum and schedule. They considered this a positive and worthwhile endeavor, both because of their own personal gain in knowledge, skills, and experiences and because of the direct benefit to the local community. Overall, the students’ experiences were very positive and were consistent with achieving the clinic’s and the university’s goals.


With the increased integration of technology in education process, teachers are challenged to personalize and create interactive learning environments to fulfill students' needs. An understanding of how an individual's preferred learning style interacts with the


This case study looks at how experiential learning is implemented in a newly constructed school which has adopted an educational approach based on the principles of this pedagogical model. Since its inception, this Canadian K-8 school has chosen to ...


The effectiveness of experiential learning has been widely researched and applied. Its application has also been linked to service learning to help learners to acquire specific knowledge and skills, as well as to develop ethical sense and responsibility in society. ...

Li, L. (2015). Cultural learning styles—“Is there such a thing?”. Culture and Foreign Language Education: Insights from Research and Implications for the Practice, 10, 265.

Background Research into learning styles has been extensive. From the 1970s to the present day, studies have explored learning styles from behavioural, cognitive, physiological, biological and affective perspectives (eg Goodenough, 1976; Joy & Kolb, ...


This article reports on a study that attempts to examine the cultural learning styles of international students learning Chinese in China and their engagement in activities associated with linguistic and cultural knowledge. By drawing upon the previous research around cultural dimensions of learning styles and knowledge transmission and sharing, this paper explores the impact of cultural differences on Chinese language learning and on the level of engagement in activities involving multicultural and multilingual knowledge. Through looking at the Chinese learning experiences of international students coming from Asian countries, this study showcases how the learners’ cultural styles of learning interact with their existing cultural and linguistic knowledge during their Chinese language learning in the target learning context. It is expected that this study will inform future research on cultural learning styles and knowledge exchange and sharing among Chinese learning students. The findings will have implications for language practitioners and educators to be upfront with linguistic and cultural diversity over the course of their education practices and to unleash the power of knowledge this diversity distinctively entails. This study will also shed light on the research and best practices in learning and teaching of Chinese language and other languages and cultures.

This study investigates the relationship between learning style and personality in international managers. Two-hundred-and-sixty-nine managers completed the NEO Five Factor Inventory (NEO-FFI) and Kolb's Learning Style Inventory (KLSI 3.1). Regression analyses revealed that extraverted managers: have a preference for grasping new experience by engaging in concrete experience rather than abstract conceptualization; prefer to transform experience via active experimentation rather than reflective observation; and tend to have an accommodative learning style. It was concluded that while Kolb's experiential learning style construct is associated with personality, it is also distinct from personality.


Over the last 3 decades, work culture has profoundly reconceptualized play as a creativity stimulant and as a core element of workplace social life. During the early wave of this transition in the 1980s, some organizations merely tolerated employees' spontaneous


Although work experiences are recognized as important mechanisms for developing leaders in organizations, existing research has focused primarily on work assignments rather than on human resource development (HRD) systems that promote experiential learning of

McGrath, L. (2015). Writing for publication in four disciplines: Insights into text and context. Scholars globally are under increasing pressure to publish in international, highly-ranked, and usually English-language journals. This has created a need for insights into the evolving discourses, genres, and publication practices of disciplinary discourse communities. This thesis reports an exploration of textual and contextual facets of writing for publication in the academy. More specifically, the overarching aim was to investigate the relationship between discipline, and the rhetorical features, genres, languages and dissemination outlets used by scholars. The thesis comprises four qualitative studies, and employs a variety of methods to explore this relationship across four disciplines: anthropology, history, linguistics and pure mathematics. The results reveal some connections between epistemological characteristics of the disciplines investigated and scholars’ rhetorical choices. The structure of the research article in pure mathematics is shown to reflect the process of knowledge construction in the discipline, and patterns of self-mentions in anthropology and history articles are attributed to
disciplinary methodology. Furthermore, insights into the relationship between discipline, and genre use, language selection, and access to publication outlets are obtained. The results reveal disciplinary differences in terms of scholars’ opportunities to publish in the local language and in English. Based on my findings, I argue that while discipline is a significant factor in understanding how scholars construct and disseminate their research-based writing, these practices are also subject to local, international and digital developments. As such, the relationship between discipline, genre, language and publication should be understood as dynamic.


Background: Curriculum development in the health sciences usually entails a lengthy, in-depth review of most or all aspects of the curriculum. The review usually leads to the generation of a detailed report that is submitted to the Dean or executive committee of ...

McHale, C. R. (2015). Facilitating the challenge back into Adventure Challenge-The effects of facilitation of adventure-based learning experiences on elementary student’s social skills and intra-personal attitudes. MS thesis University of Canterbury*

This article is based on the understanding that every human being has a creative potential and that a deliberate use of longitudinal artistic work and creative processes in everyday life can enhance individual and group creativity and expand arenas of


Purpose: To review the literature on simulation-based learning experiences and to examine their potential to have a positive impact on physiotherapy (PT) learners' knowledge, skills, and attitudes in entry-to-practice curricula. Method: A systematic literature search was conducted in the MEDLINE, CINAHL, Embase Classic+Embase, Scopus, and Web of Science databases, using keywords such as physical therapy, simulation, education, and students. Results: A total of 820 abstracts were screened, and 23 articles were included in the systematic review. While there were few randomized
controlled trials with validated outcome measures, some discoveries about simulation can positively affect the design of the PT entry-to-practice curricula. Using simulators to provide specific output feedback can help students learn specific skills. Computer simulations can also augment students' learning experience. Human simulation experiences in managing the acute patient in the ICU are well received by students, positively influence their confidence, and decrease their anxiety. There is evidence that simulated learning environments can replace a portion of a full-time 4-week clinical rotation without impairing learning. Conclusions: Simulation-based learning activities are being effectively incorporated into PT curricula. More rigorously designed experimental studies that include a cost-benefit analysis are necessary to help curriculum developers make informed choices in curriculum design.


The author’s experience of how students learn anatomy has been described. In devising anatomy courses account should be taken of individual student learning styles in anatomy teaching and learning as this will enhance the student experience and facilitate deeper learning. Students learn in different ways: some individually, but more often in collaboration. Assessment drives learning, though whether this always encourages deep learning may depend on the student. Design of anatomy curricula ought to take account of learning style so that the optimum learning environment is offered, as well as the opportunity for students to try out different styles, as their style may change over the duration of their studies. The optimal environment for anatomy learning is discussed.


Abstract It is important that educators understand learning styles as an evolving individual characteristic. We investigate the changes in learning styles and preferences of first-year undergraduate nursing/midwifery students after six months of preliminary testing. Curry's


The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. The following tips outline the steps involved in making a successful transition to a flipped classroom approach. The tips are based on the available literature alongside the author’s experience of using the approach in a medical education setting. Flipping a classroom has a number of potential benefits, for example increased educator–student interaction, but must be planned and implemented carefully to support effective learning.

Mudge, L. (2015). New learning models: helping students learn about learning. ME thesis Vancouver Island University*
The goal of this project is to outline a framework, and create models, that can be used by teachers to guide learners through the process of designing their own learning. This work presents a theoretical framework and practical model of learning in which “learning to learn” is intentionally and explicitly part of the learning process and outcomes. The goal is rooted in a desire to have students to learn about learning by designing their own learning. As students become involved in the learning design, they also take ownership of, and direct their own, learning. While students are active participants in the learning design in this model, this paper suggests that the role of the teacher is much more than passive facilitator and is intensified by the dual role of teaching content and teaching learning.


Many in the health professions would agree that continuing professional development (CPD) plays a key role in the quality of services they provide to their clients. However, how effectively CPD should be delivered is still contentious. This contention can be addressed if CPD is planned and executed in the context of learning. This paper argues that CPD is about learning and can only be effective if it is designed while taking into account the relevant theoretical underpinnings drawn from the learning theory. The learning theory does not only explain how professionals learn but what they learn and when they can best learn it. Yet, the designers and providers of CPD programmes for health professionals are usually technical experts who do not have an adequate conceptualisation of learning theories to better grasp the individual differences that affect the learning process. This paper is designed to help such professionals and, in the process, improve CPD planning and delivery, hence contributing to improvements in professional practice. The paper reviews different learning theories and compares them with findings from research on CPD for health workers in order to assess their relevance on the basis of empirical evidence.

ABSTRACT— Much educational neuroscience research investigates connections between cognition, neuroscience, and educational theory and practice without reference to the body. In contrast, proponents of embodied cognition posit that the bodily action and perception play a central role in cognitive development. Some researchers within the field of Mind, Brain, and Education (MBE) explore this theory by researching the impact of sensorimotor activity on academic competencies such as language comprehension, mathematics, and scientific thinking. In this article, I call for this work to be highlighted more centrally in MBE training programs. Toward this end, I model an investigation of the concept of embodied cognition that can be used in MBE curricula with a dual purpose: to train future practitioners in the seminal metaphor of mind as an embodied system, and to demonstrate effective interdisciplinary research, which is critical to advancing the field of Mind, Brain, and Education.


Service-learning is a pedagogy that integrates community service with academic study, reflection and analysis to enrich the learning experience, teach civic responsibility and strengthen communities. Research on service-learning is on the increase throughout the globe since its emergence in the United States in the 1990s. However, the application of the pedagogy seems not to balance well its fundamental components of service, reflection and learning. Many students tend to care more about the service than about reflecting on it and viewing it as a learning experience. More needs to be done about the practice of service-learning while remaining faithful to Dewey’s original ideas of experiential learning, and reflective thought and action, which form the bedrock for service-learning. This article critically examines the logical connection of Dewey’s thoughts to service-learning with an aim of providing guidance to the pedagogy.

BACKGROUND: Debriefing is recognized as essential for successful simulation-based training. Unfortunately, its effective use is variable. We developed a train the trainer workshop to teach key evidence-based components of effective debriefing.

METHOD: A workshop focusing on best practices for debriefing in surgical simulation-based training was developed for the 2012 Annual Meeting of the Association for Surgical Education. Content emphasized key theoretical concepts related to and evidence-based components of an effective debriefing. Additionally, the workshop incorporated experiential learning via active debriefing following a simulated scenario.

RESULTS: Content of the workshop emphasized effective debriefing as the key to learning in simulation-based education. Key elements of debriefing for educators to keep in mind include the following: approach, learning environment, engagement of learners, reaction, reflection, analysis, diagnosis, and application.

CONCLUSIONS: Effective debriefing is an essential skill for educators involved in surgical simulation-based training. Without it, learning opportunities are missed. Training the trainer in effective debriefing is essential to ensure standardization of practice.


This article introduces ways in which movement can enhance one’s understanding of how to learn using Experiential Learning Theory (ELT) concepts of the Learning Cycle, Learning Styles, and Learning Flexibility. The theoretical correspondence between the dialectic dimensions of the Learning Cycle and the dimensions of the Laban Movement Analysis (LMA) framework create a hypothesized integrated typology of learning and movement styles that expand the description of Learning Style to include the movement affinities. These suggested relationships are facilitated by the existing theories and grounded by movement observations and interviews of more than 200 adult learners. From the theoretical relationships and observations, the authors propose descriptions of the movement affinities for each of the nine styles in the Kolb Learning Styles Inventory 4.0 (KLSI 4.0) and suggest that increasing one’s movement flexibility, or the ability to move using a full range Effort and motion through space, provides a catalyst for learning and promotes Learning Flexibility. These hypothesized relationships will form the basis for future empirical research.


Literary terminology is littered with visual and aural references but so often in the teaching of writing or the analysis of texts, attention is placed more on the cerebral than on the sensual elements of language. We refer to an image in analysis, but the critical process of...


Abstract This paper presents a survey about learning content designs and various adaptation levels, in order to adapt the learners’ necessities in e-learning environment. Normally, learners have different learning styles, cognitive traits, learning goals and varying progress of their learning over period of time, which affects the learner’s performance while providing the same bundle of course to all learners. Hence, there is a need to create adaptive e-learning environment to offer appropriate learning content to all individuals. In general, the adaptation can be done based on learners’ characteristics. Here, we explore the adaptation that can be done, not only based on learner context parameters but also on the learning content (learning object) and the configuration of e-learning environment. In this paper, we provide a detail review about the various levels of adaptation, learning object design and process for learning content design, learner context parameters and models/components of e-learning; moreover, we analyze and portray the associations among the components, necessary to achieve the well-defined adaptation in e-learning environment.

Huddles—informal gatherings of two or more individuals, convened to discuss substantive issues regarding the work of one or more of the participants—are a form of social interaction that can play a critical role in the learning of organizational actors. We identify their defining properties and propose a multi-level framework for understanding the participant- and huddle-level factors that promote individual learning that is important to the work of the organization. We test our hypotheses using data obtained from huddles conducted in newspaper newsrooms using an experience sampling approach. Results confirm the importance of occupational tenure heterogeneity, perceived job relevance, attention to others’ emotions, and conversational reflexivity for participant learning in huddles. These results set the stage for understanding how the informal structure of an organization can be developed in ways that promote learning and adaptation.

R


This article investigates when and how teams engage in team learning behaviours (TLB). More specifically, it looks into how different leadership styles facilitate TLB by influencing the social conditions that proceed them. 498 healthcare workers from 28 nursery teams filled out a questionnaire measuring the concepts leadership style, TLB, social cohesion and team psychological safety. Analysis was performed using structural equation modelling. The results of this cross-sectional study show that transformational leadership predicts TLB better than laissez-faire leadership, because transformational leadership is primarily related to team psychological safety and only secondarily to social cohesion while for laissez-faire leadership it works the other way around. Transformational leadership matters because it facilitates psychological safety in the team.


We investigated the joint effect of trainer expressiveness and trainee experiential learning style on training transfer intentions. Extending prior research where trainer expressiveness has been established as a positive predictor of transfer, we show that trainer expressiveness is more impactful for trainees with high (vs. low) experiential learning styles. Based on our findings, trainees' experiential styles – also related to one's intuition – emerge as important enhancers of transfer intentions, and should be considered in future research and when assigning trainees to learning. In addition, we found that the effect of trainer expressiveness on transfer intentions is mediated by trainee engagement.

Job” Learning Methods Implemented by Nurses for Promoting Their Professional Knowledge and Skills. *International journal of nursing education scholarship, 12*(1), 75-81.

The aim of this study was to identify the learning styles and methods used by nurses to promote their professional knowledge and skills. 928 nurses from 11 hospitals across Israel completed 2 questionnaires, (1) Kolb’s Learning Style Inventory, Version 3.1, and (2) the On-The-Job Learning Styles Questionnaire for the Nursing Profession. The most common learning style was the convergent style. The other learning styles were rated in the following descending order: accommodation, assimilation, and divergence. The on-the-job learning style consistently ranked highest was experience of relevant situations. On the other hand, seeking knowledge from books, journals, television, or the Internet was ranked lowest on all the indicators examined. With respect to general and on-the-job learning styles, statistically significant differences were found between groups of nurses by: country of birth, gender, department, age, education, and role. Nurses required to take more personal responsibility for their own professional development by deepening their self-learning skills.


**Background:** Brain-based learning (BBL), also referred to as educational neuroscience, examines learning as a biological process. Teaching to support BBL requires blending of understanding of neuroscience with the practice of education. With BBL, the learning environment is designed to enhance the brain’s natural ability to learn.

**Aim:** This manuscript describes the fundamentals of brain-based learning, translates the basic tenets of BBL to the simulation learning environment, and presents practical application strategies for simulation-based learning.

**Method:** Focusing on the work of Renate and Geoffrey Caine, this article examines their approach to BBL, including the three core elements of brain-based learning experience: orchestrated immersion in complex environments, relaxed alertness, and active processing. The three elements of the Caine and Caine model are well-embedded in the larger BBL literature and have particular utility with simulation-based education.

**Results:** The three core elements of BBL have direct application to simulation as a teaching and learning practice. This paper presents several specific strategies designed to enhance both the simulation event experience and the debriefing.

**Conclusion:** The simulation learning environment can be adapted to capitalize on the tenets of BBL. Several instructional strategies are available to enhance the biological process of learning while utilizing simulation-based learning practices.


Abstract The purpose of this study is to identify the relationship between students’ views on homework and their learning styles. The study follows a descriptive survey model. It is also an example of descriptive study in relational screening model. Target population is all first,

In working to understand the predictors of experiential learning in teams, researchers have focused on one variable more than any other—psychological safety. In virtually all of this work, psychological safety is viewed as a direct predictor of team learning and, through team learning, of team performance. We suggest that this work has overlooked the critical effect the nature of the task environment has on the capacity of psychological safety to have beneficial effects. To investigate this, we conduct a comprehensive meta-analysis of studies examining the relationships between psychological safety, team learning, and team performance. We find that psychological safety is more strongly associated with learning and performance in studies conducted in knowledge-intensive task settings, that is, settings that involve complexity, creativity, and sense-making. The results of this study suggest that psychological safety may be insufficient to stimulate learning in groups where the task environment does not require learning.

Santiago, M. & Parr, B. P. (2015) Bringing data to life through experiential learning. In *Southern Region Conference of the American Association for Agricultural Education* (p. 17).* Agricultural Education has long been recognized for providing students with a contextual application of scientific principles that has shown to have a positive influence on student performance. However, there are various aspects associated with the agricultural education curriculum that have been more challenging than others to implement experiential learning opportunities. There are various agricultural business aspects that may not seem at first consideration to be activity and experience rich, however, a carefully designed and implemented activity has been very beneficial to several agricultural education students at Murray State University.


This study set out to learn if face-to-face (f2f) courses or online courses are better for some students, relate better to certain learning styles, which is preferred and what motivates enrollment in a particular format. Thirty-one subjects were interviewed and analyzed in a grounded theory analysis. Older students prefer online courses and are motivated enough with discipline and responsibility to learn. Students take online for convenience and no other option. Levels of learning are higher in f2f classes. Teacher immediacy, including being personable, quick responses and good delivery increases learning. Social interaction and building of community is important for learning. “Aha!” moments are more common f2f. Students dislike limited communication in online courses. Subjects are aware but don’t understand VARK and other learning styles. Other themes included class size, cheating and hearing disabilities. F2f learning is overall preferred, but subjects felt blended courses more the reality of the future.


**ABSTRACT** It is important to keep in mind that every individual is a unique learner. Educators have, for many years, realized that some learners prefer certain methods of learning. These methods, referred as learning preferences or learning styles. This study was aimed to ascertain the learning styles of students in mode of synchronous and asynchronous e-learning and to compare the learning styles of e-learners with their academic performance. Synchronous or asynchronies e-learner determiner test and the Kolb's Learning Styles Inventory (KLSI 3.1) were conducted to identify differences in the learning styles among 731 e-learners from six virtual universities which were confined in Tehran and categorized in three different academic performance groups including low, mediocre and high. The sample was selected by multi-stage sampling based on Cochran formula and researchers conducted Kruskal-Wallis test to assess whether there is any significant difference within synchronous and asynchronous e-learners’ learning styles based on their academic performance groups. The results revealed that in synchronous e-learners while, synchronous e-learners in low, mediocre and high academic performance groups preferred Assimilating and Diverging styles. In contrast, the results demonstrated that asynchronous e-learners in low, mediocre and high academic performance groups preferred Assimilating and Converging styles. Researchers conducted Mann-Whitney U as Post Hoc and their effect size value was calculated for significant Post hoc tests.
Outdoor is the extension for children’s indoor learning; therefore, playground serving as the children’s exploration for aesthetics awareness is so important for children’s growth and learning. However, most children’s outdoor playground is planned under the adults’ aesthetics perspective, ignoring children’s needs in receiving experiential value. The article expounds on the interrelationship between children’s playground experiential value and aesthetics education. With the discussion in the dilemma in the development of outdoor playground, the further practical suggestions are offered for related playground designers and early childhood education educators.


**Purpose**

– The purpose of this paper is to review whether culture affects accounting students’ learning processes to identify practical guidance for accounting educators facing a culturally diverse classroom. In spite of a significant literature thread in accounting education on student learning, relatively, little emphasis has been placed on culture-specific learning differences. The literature gap is particularly acute with respect to practical culture-specific guidance for accounting educators. This paper is organized along three primary inquiries into the role of culture in accounting education: first, do we know if culture impacts learning? Second, how much do we know about culture-specific learning styles in the accounting field? Third, what implications do culture-specific learning styles carry for accounting educators?

**Design/methodology/approach**

– Initially, the author surveys culture-specific learning styles literature, after which a more in-depth analysis of accounting-specific literature is conducted. The author then provides a synthesis of the literature followed by a discussion of the implications for accounting educators.

**Findings**

– Culture-specific learning styles carry several implications for educators such as problems associated with overloading short-term memory, the importance of prior experience and the role of visual prompts and motivation among students and educators.

**Research limitations/implications**

– It is an opportunity for accounting educators to explore practical teaching techniques that address differences in learning styles that result from culture.

**Practical implications**

– Culture-specific learning styles carry several implications for educators. Problems with culture may ultimately be associated with overloading short-term memory. Likewise, prior experience is an important aspect of culture-specific learning and should be
recognized by accounting educators. Last, not all motivation need be sourced from the student, and instructors may explore the role of visual prompts when teaching international students.


Within higher education systems, different institutions deliver different patterns of disciplines. A simple analysis of the structure of that pattern of disciplines across institutions in one higher education system uncovers a surprising relationship. That is, the key dimensions ...

Sisco, H. & Sisco, R. (2016) Intragroup Differences in Learning Style Preferences Between Members of the Same Culture Psychological Reports *


The fact that each student has a different way of learning and processing information has long been recognised by educationalists. In the classroom, the benefits derived from delivering learning content in ways that match the student's learning style have also been identified. As new modes of delivery of learning content such as computer-assisted learning systems (e.g. eLearning) have become increasingly popular, research into these has also identified the benefits of tailoring learning content to learning styles. However, in games-based learning (GBL), the adaptation based on learning style to enhance the educational experience has not been well researched. For the purpose of this research, a game with three game modes has been developed: 1) non-adaptivity mode; 2) a mode that customises the game according to the student's learning style identified by using a learning style questionnaire; and 3) a mode that has an in-game adaptive system that dynamically and continuously adapts its content according to the student's interactions in the game.

This paper discusses the term adaptivity in a GBL context and presents the results of an experimental study investigating the differences in learning effectiveness of the different game modes compared to a paper-based learning. The study was performed with 120 Higher Education students learning the database language SQL (Structured Query Language). The results show that the game developed, regardless of mode, produced better learning outcomes than those who learned from a textbook while adaptive GBL was better in terms of allowing learners to complete the tasks faster than the other two game versions.

Higher education plays a key role in the creation of a competent and adaptable workforce. In 2006, an immersive, 16-week, experiential learning program was created to foster professional development in upper-level equine science students. The objective of this study was to assess participants’ perception of content knowledge, hands-on skills, career preparation, and personal growth gained from the program. Students (n=27; 61% response rate) provided reflective feedback via Likert-type (4=very much; 3= somewhat; 2=slightly; 1=not at all) questions, and open-ended queries to elaborate on ordinal responses. In general, students felt that the program played a key role in preparing them for a career in the horse industry or the animal, veterinary or medical sciences (mean response 3.82±0.09). While students indicated the program was effective in facilitating desired improvement in equine-related knowledge and hands-on skills (3.77±0.08 and 3.74±0.09, respectively) and enhanced understanding of research (3.63±0.12), personal growth in transferable skills was also a prominent outcome (3.48±0.11). Eighty-nine percent of respondents reported improvements in communication, and/or the ability to work with and value others, as the most useful outcomes related to transferable skills. Overall, results suggest that learning content and technical skills in an immersive, authentic environment additionally facilitates gains in interpersonal competencies.


“At the individual level, when managers embark on equine-assisted experiential learning, the outcome is not only memorable, but it has a profound effect on participant's self-perception and their ability to work with others.”


Understand the design factors of campus environmental theory that impact student success and create a campus of consequence Designing for Learning is a comprehensive introduction to campus environmental theory and practice, summarizing the influence of


While organizational learning is at the forefront of all companies’ processes in order to succeed, a topic such as failure can either be praised as a miraculous learning experience, or dismissed as a bump in the road. However, what is the true knowledge that can be harnessed from observing your failures and which processes should be utilized to maximize your learning capabilities? The purpose of this research is to examine how organizations can improve their learning capabilities through failure. Our aim is to present a scientific understanding of the relationship between failure and organizational
learning, allowing organizations to better understand this accord in order to grow their capabilities. Our exploration of the discussion of failure has revealed three key elements which provide momentous influence on learning from failure. This thesis will demonstrate that culture, experimentation and management are three important factors, which help facilitate how organizations can learn through failure. These elements reflect one dimension of our research. The second dimension is constituted by organizational learning theories. Together they create the basis for our scientific analysis of the case companies, and hence an understanding of how organizations can learn from failure. Through theoretical discussions involving organizational learning theories it was concluded that organizational culture has a critical influence on a company’s capabilities to learn from failure. Furthermore by integrating processes which incorporate experimentation an organization is able to analyze and interpret what critical factors influence the company and will provide the strongest learnings to be dissected. However managerial influence is viewed to have a pervasive influence on changing the societal aversion many feel to failure, aligning the company culture to the organizations learning strategy is the culminating step in order to learn from failure.


Purpose – The globalization of the market economy and the technology revolution present multiple demands for education to meet the needs of the knowledge society. In this global context, work-based learning (WBL) has become increasingly valuable and critical for individuals and governments to enhance employability and to produce competitive workforces. Yet, the interdependence nature of globalization urges us to learn from each other the various theoretical and methodological approaches to WBL. Applying an appreciative inquiry, the purpose of this paper is to propose the transformation of current WBL practices by integrating or “meshing” Confucian Learning Model (CLM) into Western approaches for sustainable human development in this multi-cultural economic-driven global context. Design/methodology/approach – This study is grounded in literature review and critical examination of profound pedagogical theories and practices from both Western and Eastern perspectives. Western education philosophies, learning theories, and models are critically examined and contrasted with CLM an important Eastern perspective in order to identify the major limitations of current WBL development. Appreciative inquiry and comparative view are applied as methods to highlight the significance of integrating or meshing CLM into the Western approaches to transform current WBL practices in this global context.

Findings – WBL has greatly benefited current workforce development worldwide, which is well documented in the literature. However, through futuristic and holistic human development perspectives, current WBL development is seen as moving toward pragmatism and utilitarianism due to overemphasizing the use of education for economic competition and for satisfying employers’ immediate work/job needs. Through an “appreciative eye” and comparative lens, this paper helps identify an urgent need to integrate or mesh CLM, an important Eastern perspective, into Western perspectives for enhanced theoretical foundations and more holistic and systemic practical approaches to transform current WBL practices for global sustainable human development.

Originality/value – This paper employs a unique method of “appreciative eye” and
comparative lens through which scholars and practitioners may identify what is missing but needed in current WBL development in the global context. It is through this unique approach that this paper increases the reader’s awareness of the limitations of current WBL practices, guides them to envision how to fully prepare and release the potential of the twenty-first century workforce, and calls for integrating or “meshing” CLM into the various Western approaches for a more holistic perspective for the possible transformation of current WBL practices worldwide.


The Problem. Following executive students in a series of choral conducting workshops, this article explores the growing practice of arts-based leadership development. Based in experiential learning, arts-based learning claims to have great potential in connecting intellect and emotions, to meaningfully challenge norms and assumptions, and to value the relational and subjective aspects of human experience. However, to date, there is a lack of empirical, participant-focused work exploring the “what” and “how” of arts-based leadership development as well as its impact on professional practice. The Solution. Through observational and interview data gathered at a European business school, this research takes a grounded, participant-centered approach to exploring the experiences of participants in three choral conducting masterclasses. The findings support the effectiveness of arts-based methods for leadership development; potent learning emerges. Moreover, nuance is added to understandings of how and what learning takes place, describing a process of learning as sensemaking to aesthetic knowing. The development outcomes centered on relational dynamics of leadership and the aesthetics of power and responsibility, with longer-term data showing positive impact on the professional practice of participants. The Stakeholders. This article speaks to HRD researchers, professionals, and development practitioners. Of interest for all three groups, the study overviews the growing trend of arts-based methods in leadership development while providing insights into how learning gets done, what is learned, and sheds light on longer-term impacts of this form of experiential learning.

Practical" brain-aware" facilitation tailored to the adult brain. Facilitating Learning with the Adult Brain in Mind explains how the brain works, and how to help adults learn, develop, and perform more effectively in various settings. Recent neurobiological


**Context:** Recognizing the preferred learning style of professional undergraduate and graduate athletic training students will equip educators to more effectively improve their teaching methods and optimize student learning.

**Objective:** To determine the preferred learning style of professional undergraduate and graduate athletic training students using Marshall and Merritt’s Student Learning Style Questionnaire based on Kolb’s theory of experiential learning.

**Design:** Cross-sectional survey.

**Setting:** Colleges with Commission on Accreditation of Athletic Training Education accredited professional undergraduate and/or graduate athletic training programs.

**Patients or Other Participants:** Four hundred twenty-nine students (men¼125, women¼303, not available¼1) from 88 professional undergraduate programs and 69 students (men¼27, women¼42) from 21 professional graduate programs. Intervention(s): A 40-item Student Learning Style Questionnaire (LSQ) was administered. Participants chose between words that were characteristic of how they learn. After scoring the LSQ, the learning style preferences were determined. The styles were Diverger, Assimilator, Converger, or Accommodator.

**Main Outcome Measure(s):** Learning Style Questionnaire survey scores were used to determine the preferred learning style of male and female professional undergraduate athletic training students, male and female professional graduate athletic training students, and any significant differences between learning styles. The v² goodness of fit test and v² test of independence were used to compare differences between the groups.

**Results:** A significant difference (P .0001) was observed between learning styles. The Diverger style was preferred by both professional undergraduate and graduate athletic training students. We found no significant difference in preferred learning style between the undergraduate and graduate student groups or between men and women.

**Conclusions:** Although undergraduate and graduate athletic training students have a variety of learning styles, the Diverger style of learning, which relies on concrete experience and reflective observation, was preferred in our study. Educators should provide learning opportunities in a variety of ways to reach all preferred learning styles.


This paper examines the idea of tribes and territories, as an example of a theory developed and applied within higher education research of relevance to higher education policy. It traces the origins and meaning of the term, reviews its application by higher education institutions.


We share findings from empirical research into Kolb’s experiential learning (EL) approach, using our reflections as teachers and data from our undergraduate management students. The EL experience emerges as a space where bodies, feelings and ideas move and develop in intimate relationship with one another. This is a space where teachers exercise authority over, and commitment to, the here-and-now, risking corporeal and emotional vulnerability.
intellectual exposure. We probe the concept of experience in EL, suggesting that teachers require a kind of ‘experiential expertise’ to draw both on embodied felt sense and on what one has done in one’s own career to role-model the transformation of experience into knowledge, which is at the heart of Kolb’s theory. We explore a blurring of experiential agency, and the tendency for students to appropriate the teacher’s experience rather than dwell on or develop their own. For us, EL is more usefully seen as ‘relationship-centred’ than ‘student-centred’, and we contrast this relational focus with the way EL seems to have been popularised as antiinterventionist, a kind of educational ‘laissez-faire’. Based on these reflections, we suggest powerful connections between phenomenology and theories of space as a way of conceptualising the complexities and richness of teaching and learning experiences.


Abstract—A common feature of theories of learning style is that students are classified according to their cognitive characteristics along one- or multi-dimensional bipolar (usually cognitive) scales. Conclusions as to the efficient learning styles, forms and means of the student may be drawn from the preferred strategies related to learning style. Teaching strategies which produce the most preferred learning strategies can also be specified, and these in turn serve as a starting point for designing the learning environment. The common feature of all learning style theories is that only certain cognitive individual characteristics are integrated into their system, which, however, reduces to a great extent the scope of validity of the given approach. From this it also obviously follows that neither theory is capable of typifying all the learning characteristics of the individual in the proper way and in proper detail. In our paper an attempt is made to explore the learning characteristics of vocational school students in Budapest, applying a version of Kolb’s Learning Style Inventory


Learning styles which refer to students’ preferred ways to learn can play an important role in adaptive e-learning systems. With the knowledge of different styles, the system can offer valuable advice and instructions to students and teachers to optimise ...


Background: Research in learning styles and learning approaches is extensive; however our understanding of the differences and misconceptions between these two important constructs is limited. Furthermore, most health disciplines have utilized research into learning styles and learning approaches to refine teaching modules or as a basis for understanding student cohorts, yet very few studies have been conducted in the discipline of pharmacy. Objective: This narrative review will discuss the misconceptions between the two constructs, the
differences in their use and the important role reflection plays in both learning styles and approaches.

Methods: A snowball method was utilized to locate peer-reviewed articles from the last 30 years.

Results: The literature identified reflection may play a role in learning styles and approaches, which may influence academic performance.

Conclusion: Understanding a cohort’s learning style and approaches and the role reflection plays, particularly over time, may provide invaluable support for refining pharmacy curricula for enhanced academic performance and student learning.


Abstract In this paper, the analysis and test of ipsative data will be discussed, and some alternative methods will be suggested. Following a review of the literature about ipsative measurement, the Competing Values Framework will be presented as a major application


This is an excerpt from a mentoring conversation. But do we understand what is occurring here and can we interpret the mentor's intentions from a learning perspective? This is the aim of the current chapter: to find ways to describe what we could call the “...


The learning environment provides crucial exposure for the pre-registration nursing student. It is during this time that the student nurse develops his or her repertoire of skills, knowledge, attitudes and behaviour in order to meet competencies and gain registration with the Nursing and Midwifery Council. The role of the mentor is vital within the learning environment for aspiring nurses. The learning environment is a fundamental platform for student learning, with mentors key to identifying what is conducive to learning. This article will consider the learning environment and learning styles, and how these two essential elements guide the mentor in making sure they are conducive to learning.


Considerable research findings have demonstrated the value of simulations in motivating and engaging students and in developing their skills and competencies. Almost no research, however, has investigated how educators assess student learning from
simulations. Drawing upon the literature into authentic assessment – a body of work that provides evidence-based principles to enhance assessment practice and outcomes – this paper attempts to provide a foundation for research in this area. From the 35 surveys and 8 interviews conducted with educators who use business-related simulations, it is apparent that the majority are applying creative assessment practices and that most follow authentic assessment principles – whether they use this terminology or not – including offering students developmental (formative) assessment opportunities over the course of the simulation, explaining assessment criteria and ways that students can improve their performance, requiring students to undertake reflection on their learning and outcomes, and ensuring that higher order thinking skills are engaged. Findings also show considerable similarities in where students are performing less well and in tutor perceptions of the reasons why. The research provides ideas for simulation educators to develop their assessment as well as a basis for future research into simulation assessment and ways to improve student outcomes.

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There is a long-held sense in general that the increasing use of computers and digital technology changes how a user experiences and learns about the world, not always for the better. This paper reports on a longitudinal study of 245 architecture and construction students over a two year period which examines the impact that virtual reality technologies have on the learning style preferences of students. A series of controlled experiments tests for the impact that increasing exposure to a proprietary virtual reality system has on the mode of learning and learning style preferences of individuals and particular cohorts. The results confirm that when virtual reality applications are used in teaching and learning, the learning behaviours will favour a more concrete experiential mode of learning and a preference for the Accommodator learning style. However, the results also demonstrate, consistently and for the first time, individual students do not privilege any particular mode of learning or learning style preference to any significant extent but rather engage in all modes and represent all learning styles. Novel visualisation techniques are introduced to examine and discuss this contrast.


Over 50 years of research on cognitive style has converged on the importance of individual differences in use of intuition and analysis. This program of research is characterized, however, by two incompatible perspectives about the relation between

As engineers will be the designers of projects that will have lasting economic, environmental, and social impacts, it is important to ensure that students are equipped with the necessary conceptual knowledge to engage in sustainable design. Reforms in


ABSTRACT Supervision plays a vital role in genetic counselor training, yet models describing genetic counseling supervision processes and outcomes are lacking. This paper describes a proposed supervision model intended to provide a framework to promote comprehensive and consistent clinical supervision training for genetic counseling students. Based on the principle "form follows function," the model reflects and reinforces McCarthy Veach et al.'s empirically derived model of genetic counseling practice - the "Reciprocal Engagement Model" (REM). The REM consists of mutually interactive educational, relational, and psychosocial components. The Reciprocal Engagement Model of Supervision (REM-S) has similar components and corresponding tenets, goals, and outcomes. The 5 REM-S tenets are: Learning and applying genetic information are key; Relationship is integral to genetic counseling supervision; Student autonomy must be supported; Students are capable; and Student emotions matter. The REM-S outcomes are: Student understands and applies information to independently provide effective services, develop professionally, and engage in self-reflective practice. The 16 REM-S goals are informed by the REM of genetic counseling practice and supported by prior literature. A review of models in medicine and psychology confirms the REM-S contains supervision elements common in healthcare fields, while remaining unique to genetic counseling. The REM-S shows promise for enhancing genetic counselor supervision training and practice and for promoting research on clinical supervision. The REM-S is presented in detail along with specific examples and training and research suggestions.


Abstract This study explores the role of place and nature in adolescents' lives using a child-framed methodology. Teenage research partners from two very different contexts–Melbourne's affluent Western modernity and India's less-privileged rural Eastern ...


The aim of this study is to reveal potential influences on two different teaching approaches, one that is student-focused and one that is teacher-focused. Five hypotheses were derived and tested with two representative surveys among German professors in the


Executive Summary
Experiential learning can be represented as a four-stage cycle where learning begins with experiences that allow participants to observe, review and reflect on what they have practised, and then critically reflect to consciously link their experiences to theory or previous experiences.

Experiential learning positions learning as a continuous process where theory and practice are conceptualised and reconceptualised, with each spiral deepening a student’s understanding.

Offering experiential learning opportunities has a positive influence on student recruitment, retention and completion rate, as well as increasing the number of students more likely to continue into postgraduate studies straight after their undergraduate program.

Experiential education, which is focussed on learning through connection and collaboration through constant critical reflection, can develop students’ higher level graduate attributes, including those identified by the Institute for the Future as key workforce skills required for the next decade.

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Abstract In the age of globalization, there is no doubt that the process by which people working in international contexts learn is a critical issue in the area of international management. Among learning theories, the experiential learning theory proposed by Kolb ...

This article provides a comparative analysis and critique of action learning (AL) and experiential learning (EL), identifying emerging conceptual perspectives that contribute to human resource development (HRD). By integrating AL and EL, we gain a deeper understanding of action, learning, and experience, and how they are enacted based on the interplay of contextual, experiential, and action orientations. Through an integrative framework, we demonstrate that the interplay of cognition, behavior, and context offers insight into how and why learning occurs at multiple levels. The framework also recognizes the underlying dialectical forces that both reinforce and contradict schema selection and action framing. Tensions that facilitate and inhibit the grasping and transformation of experience create the context for actors to translate ‘knowing’ into ‘becoming’. Critical pathways that connect different phases of the learning cycle into coherent patterns of organizing offer some implications for HRD research and practice.


Despite the importance of employee learning for organizational effectiveness, scholars have yet to identify the factors that influence employees' perception of individual learning. This paper identified employees' self-efficacy as a potential antecedent to their ...


In this study, middle school students’ motivated strategies for learning were compared based on their learning styles. Four hundred fifty-one senior middle school students participated in this study. The sample comprised 52.3% female students and 47.7% male students. According to the results of the present study, the Concrete Experience and Reflective Observation learning preferences generally exhibit a negative correlation with the motivated strategies for learning whereas the Abstract Conceptualization and Active Experimentation learning styles mostly display a positive correlation with the motivated strategies for learning. Moreover, the students who have the Accommodating and Converging learning styles use motivated strategies for learning more frequently than the students who have the Diverging and Assimilating learning styles.

Background Nursing orientation and transition to practice is a growing problem for hospitals. Experiential learning including simulation provides an opportunity to improve the transition to practice. Methods An experiential learning approach following the Learning Outcomes


The paper explores a set of literature in order to clarify the flipped classroom methods theoretical frameworks and to determine if the evidence shows improvements in learning for students in comparison with traditional teaching methods. Design/ ...


This paper explores the contribution of a physical learning space to student engagement in social work education. Drawing on a constructivist methodology, this paper examines the findings of a survey conducted with students and staff in a social work and