



Experiential Learning Theory Bibliography--Annotated

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The bibliography contains 233 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 dak5@msn.com
Revised 1/18.

A

Akrivou, K., & Bradbury-Huang, H. (2015). Educating integrated catalysts: Transforming business schools toward ethics and sustainability. *Academy of Management Learning & Education*, 14(2), 222-240.

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 ...

Akrivou, K. & Oron, J. V. (2016). Two kinds of human integrity: towards the ethics of the inter-processual self. Chapter 11 in Akrivou, K. & Sison, A. J. G. (Eds.). *The Challenges of Capitalism for Virtue Ethics and the Common Good* Cheltenham UK: Edward Elgar Publishing*

Some previous research (Akrivou et al., 2016, under review), focused on how human ability to accurately adhere to and display 'integrity', studied the prominent adult moral development theories that provide the relevant answers. Such theories include the cognitive development theory (Kohlberg, 1969; 1981; 1984; Kohlberg and Ryncarz, 1990), postPiagetian stage theories (Cook-Greuter, 1999; 2000; Kegan, 1982; 1994; Lahey, 1986; Loevinger, 1966; 1976; Perry, 1999) and humanistic psychology (Gendlin, 1962; 1969; 1991; 1997; Raskin and Rogers, 2000; Rogers, 1951; 1961; 1992; Rogers and Dymond, 1954; Rogers and Stevens, 1967). Across all models a common theme is that the process of self-integration (achieving integrity, or being 'a self-integrated person') is an essential notion of maturity and ethics

We suggest that there are two distinct and clearly different ways to understand these and corresponding conceptualizations of integration and integrity: (1) an autonomous self (AS), which is the 'traditional' way literature understands the self and integrity linked with a principled character; and (2) a contrasting inter-processual self (IPS) paradigm, which is a more processual and relational, and also an ongoing, fluid, notion of human integrity. Based on this, in this chapter we critique the dominant AS view of human development as incomplete and potentially 'weak' in effectively responding to the challenges of capitalism for the common good, due to its emphasis on autonomy and a weak presumption of the self's ontology.

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.

Anderson, L., & Coleman, C. (2015). Action Learning. *The Wiley Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement*, 261-277.

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.

Andreou, C., Papastavrou, E., Lemonidou, C., Mattheou, K., & Merkouris, A. (2015). Adaptation and Validation of the Learning Style Inventory Version 3.1 in Greek Language: A Methodological Study. *Journal of nursing measurement*, 23(2), 88E-111E.

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

Alhejji, H., Garavan, T., Carbery, R., O'Brien, F., & McGuire, D. (2015). Diversity Training Programme Outcomes: A Systematic Review. *Human Resource Development Quarterly*.

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 of 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.

Arbaugh, J. B., & Hwang, A. (2015). What Are the 100 Most Cited Articles in Business and Management Education Research, and What Do They Tell Us?. *Organization Management Journal*, 12(3), 154-175. *

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.

Avsec, S., Rihtarsic, D. & Kocijancic, S. (2016). The Impact of Robotics-Enhanced Approach on Students' Satisfaction in Open Learning Environment. *International Journal of Engineering Education* 32(2(A): 804-817

The purpose of the paper is to investigate whether a technology-intensive open learning that promotes constructivist approach has a significant effect on the student satisfaction, cognitive load, and psychomotor difficulty of the robotics course. A technology-intensive course must address the following outcomes: demonstrate a sound understanding of several technology concepts, systems, and operations, use a variety of technologies to access, evaluate, collect, and manage data, information, and datasets, understand the impact of technology on themselves and their culture, environment, and society, and practice legal and ethical behavior in the context of technology. For this purpose, four cohorts of middle school students were recruited (n=267). Two consecutive robotics-enhanced Summer School 2012 and Summer School 2013 were organized with experiential learning cycle followed by two consecutive performance of open learning of

robotics at Technology Days, performed in 2014 and in 2015, using inquiry-based learning method in real-classroom settings. Open learning of robotics refers to minimal constraints on access, pace and method of study where direct manipulation environments are used very often to increase student success. Technology Days as compulsory part of curriculum are aimed to develop positive attitude towards technology and to advance technological literacy using mostly inductive strategies and approaches to learning. Multivariate analysis of covariance and regression analysis were performed to determine the contribution of predictor variables to students' cognitive, emotional and behavioural course outcomes as the important outcomes that influence a success of instructional intervention and the decision to continue or drop-out of a course. The results showed that composite variable of learning environment was a good predictor of student satisfaction and psychomotor easiness; learning material improves processing fluency; self-efficacy predicts satisfaction while selfregulated learning enables psychomotor easiness. Surprisingly, interactions among students and content did not significantly contribute to the predication of student satisfaction, nor to perceived course easiness. Additionally, experiential learning facilitates cognitive processing fluency, considering joint effects with variable of sex seemed to have influence on student satisfaction. The results of the study suggest to influence students' motivation and goals by adapting instruction accordingly.

Ayalp, G. G., & Özdemir, N. (2016). Relationship between Test Anxiety and Learning Styles of Architecture Undergraduates. *Creative Education*, 7(02), 364. *

Learning which starts with birth of human being and continues for a lifelong varies from person to person. It is known that learning style differences is an important factor that affects students' success which is evaluated by examinations. If a student has high level of test anxiety, he will not get a good grade by choosing wrong answer because of his anxiety and he cannot show expected success level. The most important factor for increasing the success of architecture students who have different learning styles and different level of test anxiety is educating students by finding out differences at their learning styles and level of test anxiety. Therefore, this study aims to determine architecture students' level of test anxiety and their learning styles. In addition, it is aimed to find out the relationship between learning styles and test anxiety. Besides, the relationship between architecture students' level of test anxiety and some particular demographical properties (gender, age) are examined. With this context, data were collected from 347 architecture students from Gaziantep University, Zirve University and Hasan Kalyoncu University in 2015-2016 academic year. Learning style Inventory (LSI II) and Test Anxiety Inventory (TAI) were used as an instrument for collecting the data. Percentage and frequency tests, crosstabs and Chi-Square hypothesis tests were performed by using SPSS 17 software. As a conclusion of this study, it is determined that there is a significant relationship between learning styles of architecture students and their test anxiety level.

Azzopardi, J. G. (2015). Solving problems, the island way: human resourcefulness in action among the islanders of Gozo. *Island Studies Journal*, 10(1), 71-90.

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.

B

Bach, T. M., da Costa, R. S., da Fonseca, V. S. & Kato, H. T. (2016). The Contribution of Knowledge and Learning to the Formation of Dynamic Capabilities: A Proposed Framework. *International Research Journal of Finance and Economics* ISSN 1450-2887 Issue 156 November, 2016 <http://www.internationalresearchjournaloffinanceandconomics.com> *

The aim of this article is to present a conceptual model to enhance understanding of the contribution of learning and organizational knowledge to the formation of dynamic capabilities in organizations. Elements related to learning capability, knowledge articulation, codification of knowledge, use of knowledge, coordination skills, and knowledge generation mechanisms and employment of dynamic capabilities are addressed. Learning and knowledge are increased by the sharing of common elements among organizational actors, creating space to reconfigure actions, practices and routines. This enables the development of dynamic capabilities in organizations. This article contributes to understanding the formation of dynamic capabilities in contexts that involve the exchange of information for learning and the creation of practices and strategies to obtain a competitive advantage through dynamic capabilities.

Baker, A. C. (2015). *Catalytic conversations: Organizational communication and innovation*. ME Sharpe.

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 ...

Baker, M. A. & Robinson, J. S. (2016). The Effects of Kolb's Experiential Learning Model on Successful Intelligence in Secondary Agriculture Students *Journal of Agricultural Education*, 57(3), 129-144. doi: 10.5032/jae.2016.03129 *

Experiential learning is an important pedagogical approach used in secondary agricultural education. Though anecdotal evidence supports the use of experiential learning, a paucity of empirical research exists supporting the effects of this approach when compared to a more conventional teaching method, such as direct instruction. Therefore, the purpose of the study was to examine the effects of an experiential learning approach to instruction on the successful intelligence of secondary agricultural education students, as measured across three domains – practical intelligence, analytical intelligence, and creative intelligence. It was concluded students who received the experiential learning treatment produced higher creativity scores that were domain specific. In addition, they scored higher in their practical use of knowledge when compared to their direct instruction counterparts. However, regardless of treatment, both direct instruction and experiential learning yielded similar analytical knowledge scores. Thus, it was

recommended agricultural educators utilize a blended approach of instruction to provide balanced growth in all four modes of learning

Baldwin, S., & Jones, S. (2015, May). Matching Teaching Style To Learning Style In Higher Education: The Beneficial Impact On University Students' Academic Performance. In *ELSIN 2015*.

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 performance as compared to such instruction being offered via an 'unmatched' delivery> 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 then 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 than 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).

Barker, D. J., Lencucha, J., & Anderson, R. (2016). Kolb's learning cycle as a framework for early fieldwork learning. *World Federation of Occupational Therapists Bulletin*, 1-7.

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

Barry, D. & Meisiek, S. (2015). Discovering the business studio. *Journal of Management Education*. 39(1): 153-175 *

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.

Barton, G. (2015). Reflective Practice in Music: A Collaborative Professional Approach. In *Teaching Reflective Learning in Higher Education* (pp. 65-76). Springer International Publishing.

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.

Batista-Foguet, J. M., Ferrer-Rosell, B., Serlavós, R., Coenders, G., & Boyatzis, R. E. (2015). An Alternative Approach to Analyze Ipsative Data. Revisiting Experiential Learning Theory. *Frontiers in Psychology*, 6.

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.

Bennett, J.L. Campone, F. (2016). Coaching and Theories of Learning in *The SAGE Handbook of Coaching* - books.google.com

Elaine Cox (2013) defines coaching as a 'facilitated, dialogic learning process'(p. 1).

Rogers (2012) defines coaching as a 'partnership of equals whose aim is to achieve speedy, increased and sustainable effectiveness through focused learning in every aspect of the

Bigelow, B., Elsass, P. & Arndt, M. (2015). Dialogue in the graduate management classroom: Learning from diversity. *The International Journal of Management Education*. 13:48-56*

The purpose of this paper is (1) to introduce dialogue as a practice for learning across cultural, religious, and other differences, (2) to present the process and structure of dialogue as it is being used in graduate management seminars, and (3) to reflect on the challenges inherent in altering traditional student–faculty relationships and modes of teaching. Dialogue is a practice grounded in a pluralist framework that acknowledges the differing and sometimes conflicting opinions that arise among people with diverse backgrounds and experiences and provides tools to develop an awareness and understanding of these differences. It differs from other classroom practices such as discussion or debate because, unlike those practices, the purpose of dialogue is not to convince or win but to gain deeper understandings of each other. We describe the practice of dialogue as it occurs within a particular context that is created by both structure (for example, how chairs are arranged) and process (for example, how the interactions among seminar participants are conducted). Teaching a course using dialogue goes beyond simple technique to questioning the assumptions that underlie many student–faculty relationships. We reflect on the challenges inherent in introducing a new way of engaging among faculty and students.

Blasco, M. (2015). Conceptualising curricular space in busyness 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

Blom, M. (2015). *Reflections on Learning and Teaching Through Play: Faculty Voices Within Early Childhood Teacher Education in Canada* (Doctoral dissertation, Concordia University).

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.

Boccardi, A. (2015). *Math is Music to Our Ears: The Effects of a Music and Movement Integrated Mathematics Curriculum on Second Grade Students' Engagement with Learning* (Doctoral dissertation, University of Delaware). *

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

Bohecker, L., Vereen, L. G., Wells, P. C., & Wathen, C. C. (2016). A Mindfulness Experiential Small Group to Help Students Tolerate Ambiguity. *Counselor Education and Supervision*, 55(1), 16-30.

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 provides CITs self-reflection skills and a greater ability to manage cognitive complexity.

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.

Bos, L., McCabe, S., & Johnson, S. (2015). Learning never goes on holiday: an exploration of social tourism as a context for experiential learning. *Current Issues in Tourism*, 18(9), 859-875.

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

Branch, L. A. (2015). *Attentional Change: Exploring the Role of Attention in Shaping Change Decisions: a Mixed Methods Approach* (Doctoral dissertation, Case Western Reserve University). *

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.

Broderick, J. E. (2016). *Flipped Classrooms as an Experiential Learning Strategy: How Do Faculty Adapt to Teaching with Instructional Technology?* (Doctoral dissertation, Johnson & Wales University).

Institutions of higher education seeking to stay relevant and accountable in today's fast-paced, shortened-focused, digital technology age, realize that the time has arrived to apply a variety of newer technology-based pedagogical strategies (Bergmann & Sams, 2012; Bonilla, 2011; Gerstein, 2012; Mazur, 1996). A flipped classroom "uses technology to move lectures outside the classroom and uses learning activities to move practice with concepts inside the classroom" (Strayer, 2012, p. 171). Technology use is often dictated by faculty attitudes and perceptions rather than by course content (Davis, 2011; Parker, Bianchi, & Cheah, 2008).

This mixed methods study was guided by two research questions:

1. To what extent do age, gender, years of teaching experience, and faculty rank relate to attitudes toward instructional technology usage and usage via flipped teaching strategies?
2. How do faculty perceive the use of instructional technology with regard to flipped classroom teaching strategies?

Using a multiphase mixed methods design, this study examined and explored faculty perceptions of instructional technology used in experiential flipped classroom settings. Phase I data collection surveyed faculty members N=118 on four campuses of a private academic institution; Phase II data collection involved N=13 focus groups and N=6 depth interview participants who consented as part of the survey phase; Phase III comprised elite interviews with campus information technology staff N=4, who then participated in Phase IV reflective questionnaires.

No statistically significant relationship was found between age, gender, faculty rank, or years of teaching experience and attitudes toward instructional technology or usage via flipped teaching strategies. Analysis of the qualitative data resulted in the emergence of six themes: a) early adopters, b) comfort, c) time, d) tools, e) training, and f) recognition. Results of connected quantitative and qualitative findings suggested that those who identify with the very principles of technology, such as innovation, progress, and change, adopted instructional technology for reasons that were highly personal factors versus external or job-related influences or factors.

This study may provide higher education stakeholders with a richer understanding of the relationship between faculty, flipped classroom, and best practices with regard to instructional technology use.

Brookfield, S. D. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. John Wiley & Sons.

Bruni-Bossio, V. & Willness, C. (2016) The “Kobayashi Maru” Meeting: High-Fidelity Experiential Learning. *Journal of Management Education*. Vol. 40(5) 619 –647*

The Kobayashi Maru is a training simulation that has its roots in the Star Trek series notable for its defining characteristic as a no-win scenario with no “correct” resolution and where the solution actually involves redefining the problem. Drawing upon these characteristics, we designed a board meeting simulation for an experiential course in nonprofit governance, which places students in a high-stakes decision-making situation closely modeled on real events. To do so, we uniquely integrated principles from acting literature with theory and research in training and development. The Kobayashi Maru Meeting is a simulation with high physical and psychological fidelity—that is, one that closely resembles the “look and feel” of real-world board governance. The topics are deliberately sensitive to personal, organizational, and societal values to create high engagement and deep learning and to highlight the importance of good governance for organizational leadership. Results from multisource, multimethod data suggest that the simulation enhanced students’ decision making, critical thinking, and communication skills, as well as their ability to deal with their own and others’ reactions in intense circumstances. Beyond board governance, the simulation creates an authentic learning experience that can be adapted to multiple learning contexts including leadership, ethics, decision making, and communication.

Buaraphan, K. (2015). Grades 1-12 Thai Students’ Learning Styles according to Kolb’s Model. *Asian Social Science*, 11(10), 186. *

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.

Budeva, D., Kehaiova, M., & Petkus, E. (2015). Nationality as a determinant of learning styles: Comparing marketing students from Bulgaria and the USA. *The E-Journal of Business Education & Scholarship of Teaching*, 9(1), 97.

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 ...

C

Cajiao, J. & Burke, M. (2015)How instructional methods influence skill development in management education. *Academy of Management Learning and Education* review copy. *

Research concerning why and how to promote social interaction and learner reflection in management education and training is somewhat underdeveloped. In this investigation, we used a predictive, quasi-experimental design with 246 students from a business school in Colombia who were enrolled in 10 sections of a leadership course to examine expected effects of instructional methods that promoted different levels of social interaction and reflection on self-reported learning behaviors (dialogue and reflection activities), selfefficacy for class performance, and instructors' assessments of students' skill

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.

Cameron, E., & Green, M. (2015). *Making sense of change management: a complete guide to the models, tools and techniques of organizational change*. Kogan Page Publishers.

Cannon, H. M., Cannon, J. N., Geddes, B. C., & Feinstein, A. H. (2016). Teaching Values: an Experiential Approach. *Developments in Business Simulation and Experiential Learning*, 43(1) *
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.

Caza, A., Brower, H. H. & Wayne, J. H. (2015). Effects of a holistic experiential curriculum on business students' satisfaction and career confidence. *The International Journal of Management Education*. 13: 75-83*

Students' satisfaction with their major curriculum and their perceptions of career readiness are important drivers of recruitment, retention and rankings. As a result, universities, and business schools in particular, are redesigning curricula to be responsive to marketplace demands. Curricula are increasingly using holistic and experiential learning tools to foster student satisfaction and career confidence. To connect these practices to the outcomes of satisfaction and confidence, we examined student responses to a newly designed, experiential undergraduate business curriculum. The results indicated that, compared to students who graduated from a traditional, functionally structured curriculum, students graduating from the holistic, experiential curriculum were significantly higher in their satisfaction and career self-efficacy (but not leader self-efficacy). These findings provide evidence that holistic, experiential curricular redesign is related to improved student attitudes and confidence. We conclude by discussing the implications for education and future research.

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Chen, Y. C. (2015). Linking learning styles and learning on mobile Facebook. *The International Review of Research in Open and Distributed Learning*, 16(2). *

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.

Chickering, A. W., Dalton, J. C., & Stamm, L. (2015). *Encouraging authenticity and spirituality in higher education*. John Wiley & Sons.

Clark, Q., Mohler, J. L., & Magana, A. J. (2015) Learning Style Dynamics. Paper presented at the American Society for Engineering Education Annual Conference Seattle WA*

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 ($t_{ave} = 3.39$, $t_{std} = 1.17$, $p < 0.05$), and therefore appear to support the existence of dynamics in learning styles.

Cleverley, P. (2015). Emergence of the corporate brain. Working Paper Robert Gordon University.*

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*.

Compton, D. A., & Compton, C. M. (2016). Progression of Cohort Learning Style During an Intensive Education Program. *Adult Learning*, 1045159516634044.*

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.

Conger, Joan Elizabeth (2016) *The fallacy of misplaced concreteness distorts modern leadership study and practice: Four principles of process proposed by Alfred North Whitehead reform four modernist abstractions*. Fielding Graduate University, ProQuest Dissertations Publishing, 2016. 10244140

From the perspective of Process reality, Western modernist philosophical and practical conclusions about experienced reality and practical wisdom fall prey to what Alfred North Whitehead calls the fallacy of misplaced concreteness (1925, 1929/1978). The fallacy misplaces, or abstracts, substance assumptions from a flow reality, more

specifically such assumptions as the fallacy of the bifurcation of nature, the fallacy of substance-thinking, and the fallacy of simple location from the perspective of the Ideal and the perspective of the Real. From such abstractions cascades the familiar problem of the dualist-materialist world knot creating and exacerbated by forced, and false, choices arising between realism and idealism. However useful they may be, these choices ignore the more fundamental processual reality, and within their distortions effectiveness in a world of inherent change eventually becomes untenable. Committing, instead, to a processual world solely consistent of experiential unitivity and creative advance changes fundamental assumptions about the Ideal, ranging from formal rational choice to formative emancipatory development. Similarly, committing to a world made solely of relationality and emergence changes fundamental assumptions about the Real, ranging from subjective social constructions to objective material processes. Process reality does not, however, require the negation and rejection of misplaced abstractions but converts them to a Jamesian (1912) “radical empirical” order of understanding—a greater breadth of grasp and a more complex and thus more effective understanding and pragmatic engagement of flow, not substance, reality. This dissertation explores this reform through four Whiteheadian principles of Process reality (1929/1978): the ontological principle, the principle of relativity, and the principles of process from the empirical perspective of vectored change and the formative perspective of change through concern. This dissertation also considers the fallacies of misplaced concreteness from the special case of contemporary leadership study and practice, specifically the fields of strategic planning, organization development, managerial influence, and organization design. To embark on the study and practice of leadership in the contemporary global conditions of fundamental volatility, uncertainty, complexity, and ambiguity requires a grasp of processual reality’s dynamic experiential creativity. A Process grasp of reality will fundamentally reform Ideal and Real metaphysical commitments of research and theory as much as practice and outcome. A Process grasp of reality will allow the breadth of choice and engagement necessary for the understanding and performance of effective leadership.

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.

Cuevas, J. (2015). Is learning styles-based instruction effective? A comprehensive analysis of recent research on learning styles. *Theory and Research in Education*, 13(3), 308-333. *

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.

Cruess, R. L., Cruess, S. R., Boudreau, D., Snell, L. & Steinert, Y. (2015). A schematic representation of the professional identity formation and socialization of medical students and residents: A guide for medical educators. *Academic Medicine* 90: 00-00 *

Recent calls to focus on identity formation in medicine propose that educators establish as a goal of medical education the support and guidance of students and residents as they develop their professional identity. Those entering medical school arrive with a personal identity formed since birth. As they proceed through the educational continuum, they successively develop the identity of a medical student, a resident, and a physician. Each individual's journey from layperson to skilled professional is unique and is affected by "who they are" at the beginning and "who they wish to become."

Identity formation is a dynamic process achieved through socialization; it results in individuals joining the medical community of practice. Multiple factors within and outside of the educational system affect the formation of an individual's professional identity. Each learner reacts to different factors in her or his own fashion, with the anticipated outcome being the emergence of a professional identity. However, the inherent logic in the related processes of professional identity formation and socialization may be obscured by their

complexity and the large number of factors involved.

Drawing on the identity formation and socialization literature, as well as experience gained in teaching professionalism, the authors developed schematic representations of these processes. They adapted them to the medical context to guide educators as they initiate educational interventions, which aim to explicitly support professional identity formation and the ultimate goal of medical education—to ensure that medical students and residents come to "think, act, and feel like a physician."

D

Decker, J. H., Lourenco, F. S., Doll, B. B., & Hartley, C. A. (2015). Experiential reward learning outweighs instruction prior to adulthood. *Cognitive, Affective, & Behavioral Neuroscience*, 1-11.*

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.

Demirkan, H. (2016). An inquiry into the learning-style and knowledge-building preferences of interior architecture students. *Design Studies*, 44, 28-51.

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.

Dennehy, E. (2015). Hofstede and learning in higher level education: an empirical study. *International Journal of Management in Education*, 9(3), 323-339. *

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.

Dhital, R. Subedi, M., Prasai, N., Shrestha, K., Malla, M. & Upadhyay, S. (2015). Learning from primary health care centers in Nepal: Reflective writings on experiential learning of third year Nepalese medical students. *BMC Research Notes* 8: 741*

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.

Di Stefano, G., Gino, F., Pisano, G., & Staats, B. (2015). Learning by Thinking: Overcoming the Bias for Action through Reflection. *Cambridge, MA, USA: Harvard Business School*.

Research on learning has primarily focused on the role of doing (experience) in fostering progress over time. Drawing on literature in cognitive psychology and neuroscience, we propose that one of the critical components of learning is reflection, or the intentional attempt to synthesize, abstract, and articulate the key lessons taught by experience. In particular, we argue that purposeful reflection on one's accumulated experience leads to greater learning than the accumulation of additional experience. We explain this boost in learning through self-efficacy: reflection builds confidence in the ability to achieve a goal, which in turn translates into higher rates of learning. We test the resulting model experimentally, using a mixed-method design that combines two laboratory experiments with a field experiment conducted in a large business-process outsourcing company in India. We find that individuals who are given time to reflect on a task improve their performance at a greater rate than those who are given the same amount of time to practice with the same task. Our results also show that if individuals themselves are given the choice to either reflect or practice, they prefer to allocate their time to gaining more experience with the task— to the detriment of their learning.

DORÇA, F. A., ARAÚJO, R. D., de CARVALHO, V. C., RESENDE, D. T. & CATTELAN, R. G. (2016). An Automatic and Dynamic Approach for Personalized Recommendation of Learning Objects Considering Students Learning Styles: An Experimental Analysis. *Informatics in Education*, 2016, Vol. 15, No. 1, 45–62 DOI: 10.15388/infedu.2016.03 *

Abstract. Content personalization in educational systems is an increasing research area. Studies show that students tend to have better performances when the content is customized according to his/her preferences. One important aspect of students particularities is how they prefer to learn. In this context, students learning styles should be considered, due to the importance of this feature to the adaptivity process in such systems. Thus, this work presents an efficient approach for personalization of the teaching process based on learning styles. Our approach is based on an expert system that implements a set of rules which classifies learning objects according to their teaching style, and then automatically filters learning objects according to students' learning styles. The best adapted learning objects are ranked and recommended to the student. Preliminary experiments suggest promising results.

Dunlap, J. C., Verma, G., & Johnson, H. L. (2016). Presence+ Experience: A Framework for the Purposeful Design of Presence in Online Courses. *Tech Trends*, 60: 145-151*.

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

E

Earl, E. C. (2015). I Still Play: Exploring Play and Creativity in Early Adulthood Amongst Science, Technology, Engineering, Arts, and Mathematics Professionals. *

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.

vann Eijnatten, F. M., van der Ark, L. A., & Holloway, S. S. (2015). Ipsative measurement and the analysis of organizational values: an alternative approach for data analysis. *Quality & Quantity*, 49(2), 559-579. *

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.

Elsig, M. & Eckhardt, J. (2015). The creation of the multi-lateral trade court: Design and experiential learning. *World Trade Review**

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.

Evans, C. (2015). Review of L. F. Zhang: *The Malleability of Intellectual Styles*. Cambridge University Press, NY 2013 *Higher Education* 69: 169-172*

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.

F

Faria, A. R., Almeida, A., Martins, C., & Gonçalves, R. (2015). Emotional adaptive platform for learning. In *Methodologies and Intelligent Systems for Technology Enhanced Learning* (pp. 9-16). Springer International Publishing.

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
...

Fatahi, S., Moradi, H., & Kashani-Vahid, L. (2016). A survey of personality and learning styles models applied in virtual environments with emphasis on e-learning environments. *Artificial Intelligence Review*, 1-17.

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

Feldman, J., Monteserin, A., & Amandi, A. (2015). Automatic detection of learning styles: state of the art. *Artificial Intelligence Review*, 44(2), 157-186. *

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.

Finch, D., Peacock, M., Lazdowski, D., & Hwang, M. (2015). Managing emotions: A case study exploring the relationship between experiential learning, emotions, and student performance. *The International Journal of Management Education*, 13(1), 23-36*.

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.

Flynn, M. & Carter, E. (2015). Curriculum infusion of the social norms approach: Information only vs. service learning. *Communication Education* · November 2015

A two-group pretest–post-test quasi-experiment was conducted to analyze the impact of curriculum infusion of the social norms approach on students’ alcohol perceptions and behaviors. This study extended previous research by examining two types of curriculum infusion, information only (IO) and service learning (SL). Also, owing to variations in drinking behavior between women and men, sex differences in IO and SL were assessed. In support of previous research, curriculum infusion significantly reduced participants’ misperceptions of campus alcohol use. There were no differences found between the IO and SL groups. However, further analysis revealed differences based on participants’ sex. Men in the SL group significantly reduced their drinking behavior. Since men tend to drink more than women and because heavy drinkers are typically more resistant to alcohol interventions, the SL results have practical implications for instructional communication with this demographic

Fraser, K. L., Ayres, P., & Sweller, J. (2015). Cognitive Load Theory for the Design of Medical Simulations. *Simulation in Healthcare*, 10(5), 295-307.

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

G

Garavan, T. N., McGuire, D., & Lee, M. (2015). Reclaiming the “D” in HRD A Typology of Development Conceptualizations, Antecedents, and Outcomes. *Human Resource Development Review*, 14(4), 359-388.

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

Geithner, S., & Menzel, D. (2016). Effectiveness of Learning Through Experience and Reflection in a Project Management Simulation. *Simulation & Gaming*, 1046878115624312.*

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®,¹ 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.

Gogus, A., & Ertek, G. (2016). Learning and Personal Attributes of University Students in Predicting and Classifying the Learning Styles: Kolb's Nine-region Versus Four-region Learning Styles. *Procedia-Social and Behavioral Sciences*, 217, 779-789. *

Developing effective study skills and learning habits is very important for 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. Developing effective study skills and learning habits is very important for

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.

Grant, A. M. (2015). Coaching the brain: Neuro-science or Neuro-nonsense. *The Coaching Psychologist* 11(1): 31-37*

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.

Grant, A. M. (2016). What constitutes evidence-based coaching? A two-by-two framework for distinguishing strong from weak evidence for coaching. *International Journal of Evidence Based Coaching and Mentoring* 14(1): 74-85*

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.

Gray C. M. (2015). Critiquing the role of the learner and context in aesthetic learning experiences. In B. Hokanson et. al. *The Design of Learning Experience: Educational Communications and Technology Issues and Innovations* 199-213*

Abstract I critique the role of learners and context to more fully explore the latent conceptions and performance of aesthetic learning experiences in instructional design and technology. This critique is intended to allow for a fuller interrogation of how individual learners apprehend designed learning experiences, heightening the role of the instructional designer in envisioning such experiences. Using a 1-year ethnography of a graduate human–computer interaction program to document the felt student experience, I highlight the importance of understanding how learners construct their own experiences during the learning process through the roles they take on and the informal pedagogical experiences they create. I identify additional areas of research that are needed to expand our notions of designing for experience, informing both theory construction and practice.

Griffiths, C., & Inceçay, G. (2016). Styles and Style-Stretching: How are They Related to Successful Learning?. *Journal of psycholinguistic research*, 1-15. *

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.

H

Hakala, I. & Laine, S. (2016). Learning styles module as a part of a virtual campus. Kokola Finland University Conference paper.*

Abstract— For several years now, learning style mapping has been carried out for our students of the master's degree education in information technology. To better utilize learning styles in practice, a learning style module was integrated into the multimedia platform used in the education. The learning style module serves both the student and the educator. The goal was to create an application which, in the long run, would diversify the learning environment and make learning more efficient. This study describes the functioning and integration of the learning style application. The deployment of the application is monitored by collecting statistics of its use and feedback of its usability and usefulness from students and lecturers. In addition, the study presents the distribution of our students' learning styles.

Harms, R. (2015). Self-regulated learning, team learning and project performance in entrepreneurship education: Learning in a learn startup environment. *Technological Forecasting and Social Change* p 1-8*

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.

Hermann, K. (2015). Field theory and working with group dynamics in debriefing. *Simulation & Gaming*, 46(2), 209-220.*

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**.

Hewitt, Mitchell Charles (2015) *Teaching styles of Australian tennis coaches: an exploration of practices and insights using Mosston and Ashworth's Spectrum of Teaching Styles*. [Thesis (PhD/Research)] (Unpublished)

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.

Hoffman, S. J. & Silverberg, S. L. (2015). Training the next generation of global health advocates through experiential education : A mixed-methods case study evaluation. *Canadian Public Health*. 106(6): e442-449*

OBJECTIVES: This case study evaluates a global health education experience aimed at training the next generation of global health advocates. Demand and interest in global health among Canadian students is well documented, despite the difficulty in integrating meaningful experiences into curricula.

METHODS: Global health advocacy was taught to 19 undergraduate students at McMaster University through an experiential education course, during which they developed a national advocacy campaign on global access to medicines. A quantitative survey and an analysis of social network dynamics were conducted, along with a qualitative analysis of written work and course evaluations. Data were interpreted through a thematic synthesis approach.

RESULTS: Themes were identified related to students' learning outcomes, experience and class dynamics. The experiential education format helped students gain authentic, real-world experience in global health advocacy and leadership. The tangible implications for their course work was a key motivating factor. While experiential education is an effective tool for some learning outcomes, it is not suitable for all. As well, group dynamics and evaluation methods affect the learning environment.

CONCLUSION: Real-world global health issues, public health practice and advocacy approaches can be effectively taught through experiential education, alongside skills like communication and professionalism. Students developed a nuanced understanding of many strategies, challenges and barriers that exist in advocating for public health ideas. These experiences are potentially empowering and confidence-building despite the heavy time commitment they require. Attention should be given to how such experiences are designed, as course dynamics and grading structure significantly influence students' experience.

Houldsworth, A. (2016). A reflection on some key pedagogical competencies, valuable to the role of the medical educator. *J Contemp Med Edu*, 4(1), 27. *

The role of a university professor is multifaceted; as teacher, facilitator, assessor, evaluator, models of learning themselves as self-directed learners, addressing several key competencies for the effective teacher. It is not only about the transmission of knowledge, facts and skills but also about understanding how a student learns and being able to adapt and differentiate the delivery to personalise the learning. Appropriate questioning to assess prior knowledge and testing or challenging the understanding of the student learning is also a skill for the professor. Being able to access and use a variety of resources is important to deepen the understanding of student learning, including current

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

Hopkins, D. (2015). *Improving the quality of education for all: A handbook of staff development activities*. Routledge.

Hornsby, K., & Maki, W. (2015). A Short History of Experiential Learning and Its Application to Business Ethics. *Experiential Learning in Philosophy*, 37.

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

Huang, T. C., Chen, C. C., & Chou, Y. W. (2016). Animating eco-education: To see, feel, and discover in an augmented reality-based experiential learning environment. *Computers & Education*, 96, 72-82.

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.

Hughes, S., & Scholtz, F. (2015). Increasing the impact of a business simulation: The role of reflection. *The International Journal of Management Education*, 13(3), 350-361.

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

Illeris, K. (2015). The Development of a Comprehensive and Coherent Theory of Learning. *European Journal of Education*.

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, Ausubel, 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

Jacobson, M. J., Kim, B., Pathak, S., & Zhang, B. (2015). To guide or not to guide: issues in the sequencing of pedagogical structure in computational model-based learning. *Interactive Learning Environments*, 23(6), 715-730.

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 ...

Jagger, S. (2015). It's All in the Game: A 3D Learning Model for Business Ethics. *Journal of Business Ethics* (Impact Factor: 0.96). 02/2015; DOI: 10.1007/s10551-015-2557-9

ABSTRACT How can we improve business ethics education for the twenty first century? This study evaluates the effectiveness of a visual case exercise in the form of a 3D immersive game given to undergraduate students at two UK Universities as part of a

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.

Jones, R., Woods, S. A. & Guillaume, Y. R. F. (2015) The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *Journal of Occupational and Organizational Psychology* DOI: 10.1111/joop.12119 *

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 ($\delta =$

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

Kablan, Z. (2016) The effect of manipulatives on mathematics achievement across different learning styles. *Educational Psychology*. 36(2): 277-296 DOI:10.1080/01443410.2014.946889 *

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.

Kaiser, A., Kragulj, F., Grisold, T. & Walser, R. (2015). Identifying hidden needs by enhancing organizational learning. *Proceedings of the 12th International Conference on Intellectual Capital, Knowledge Management, and Organizational Learning ICICKM 2015*. *

Abstract: Hidden needs are defined as requirements that customers or users have but which they have not yet directly recognized. As these requirements rest on a subconscious level, users are unable to articulate them (Goffin & Lemke, 2004). The identification of hidden needs and the externalization of knowledge about needs are very important and highly valuable for organizations because it extends the range of possible solutions and therefore enables them to create more innovative and sustainable products and services. In literature and practice we can find different approaches and methods for identifying hidden needs. Most of these methods are market-driven and have therefore their origin in the fields of marketing or customer relationship management. Yet, little to no theoretical as well as practical work has been done to identify hidden needs as part of organizational learning. In this paper we introduce an extended learning approach which covers not only conventional learning based on experiences from the past but also learning from future experiences. This can be managed by literally envision a desired future scenario and thus enables the creation of radical new knowledge. Furthermore we focus on identifying hidden needs as part of this extended learning approach by using an abductive and qualitative method. So the research question of our paper is the following: *“How does an enhanced organizational learning approach support the identification of hidden needs and the generation of additional knowledge about needs?”* For our study we use data from a case study we have made with two groups of students at the university and we will discuss this case study in detail. Furthermore we will shortly present the main outcomes of other projects we have conducted in order to generate knowledge about needs. Our paper will be structured in the following way. Firstly, we will discuss the theoretical background of the theory of needs and hidden needs as well as our advanced approach of learning from an envisioned future. Secondly, we will describe the main parts of Bewextra which is our method for generating and externalizing knowledge about needs. Subsequently we will present, analyze and discuss the case study with the two groups of students and outline the main outcomes of the other projects.

Kang, Y.-C., & Chen, C.-Y. (2016) The Study of Evaluation the Quality of the Mobile Experiential Learning Model. *Creative Education*, 7, 2490-2503.

<http://dx.doi.org/10.4236/ce.2016.716236> *

This study explores the learning behavior for the association of mobile learning and experiential learning. By performing on-site observation of the College Exploration Camp organized by the organization that is representative of youth experiential learning in Taiwan, a mobile experiential learning model is established. Suggestions for further research are also presented based on a survey of the camp leaders on the quality of their experience in order to evaluate the effectiveness of learning when combining mobile learning with experiential learning activities.

Kaplan, A., & Patrick, H. (2016). Learning environments and motivation. In K. Wentzel & D. Miele (Eds.) *Handbook of motivation at school* (2nd Ed., pp. 251-274). New York: Routledge *

In the current chapter, we review central contemporary motivational perspectives that differ in their theoretical assumptions about the nature of motivation and about the role of the environment in people's motivation. We highlight the central assumptions of each perspective about the source and malleability of motivation, and about mechanisms of motivational change, and how these undergird recommendations for the design of motivating learning environments. We end the chapter by pointing to the promise of emerging complexity models of motivation, and the implications of this new approach for research on and design of motivating learning environments.

Keller, J., Wang, Y., Cooney, J., Erstad, A., & Lu, C. (2015). Cultural Dimensions: A Comparative Analysis of Aviation Students in China and the US. *International Journal of Aviation, Aeronautics, and Aerospace*, 2(3), 3. *

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 ...

Kelley, K. L., Holsapple, H., & Baker, M. A. (2016, February). EDTHENA—Creating a Community of Reflective Teachers. In *Southern Region Conference of the American Association for Agricultural Education* (p. 26).*

Kelly, M. A. et. al. (2016) Simulation in Nursing Education—International Perspectives and Contemporary Scope of Practice. *Journal of Nursing Scholarship*, 2016;48:3,312–321
doi:10.1111/jnu.12208 *

Purpose: This article provides insights and perspectives from four experienced educators about their approaches to developing, delivering, and evaluating impactful simulation learning experiences for undergraduate nurses. A case study format has been used to illustrate the commonalities and differences of where simulation has been positioned within curricula, with examples of specialized clinical domains and others with a more generic focus. The importance of pedagogy in developing and delivering simulations is highlighted in each case study. A range of learning theories appropriate for healthcare simulations are a reminder of the commonalities across theories and that no one theory can account for the engaging and impactful learning that simulation elicits. Clinical Relevance: Creating meaningful and robust learning experiences through simulation can benefit students' performance in subsequent clinical practice. The ability to rehearse particular clinical scenarios, which may be difficult to otherwise achieve, assists students in anticipating likely patient trajectories and understanding how to respond to patients, relatives, and others in the healthcare team.

Kersh, N. (2015). Rethinking the learning space at work and beyond: The achievement of agency across the boundaries of work-related spaces and environments. *International Review of Education*, 61(6), 835-851. *

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

Kisfalvi, V. & Oliver, D. (2015). Creating and Maintaining a Safe Space in Experiential Learning *Journal of Management Education*. Vol. 39(6) 713–740 *

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.

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Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development*. 2nd Edition Upper Saddle River, NJ: Pearson Education

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development*. 2nd Edition Upper Saddle River, NJ: Pearson Education

Kolb, D. A., & Yeganeh, B. (2016). Deliberate Experiential Learning: Mastering the Art of Learning from Experience. . In K. Elsbach, C. D. Kayes & A. Kayes (Eds.), *Contemporary Organizational Behavior in Action* (1st Edition ed.). Upper Saddle River, NJ: Pearson Education.*

Krassmann, A. L. Filho, T. A. R., Tarouco, L. M. R. Bercht, M. (2017). Initial Perception of Virtual World Users: A Study about Impacts of Learning Styles and Digital Experience. Online-ISSN 2411-2933, Print-ISSN 2411-3123 *

Virtual Worlds emerge as three-dimensional environments that have the potential to stimulate advances in the educational field by promoting interactivity, freedom and autonomy for students. However, its effective adoption in educational institutions is still

considered very limited, and few studies have so far sought to identify more specific causes for such limitation. This research aims to contribute to the theme through a preliminary study about the impact of individual characteristics of learning styles and digital experience on users' initial perception about 3D Virtual Worlds. An experiment was conducted with a sample consisting of potential influencers in the decision making process for adoption of this type of approach, being composed by professionals from educational area that experimented a 3D virtual laboratory for the first time. As a result, some insights about the mentioned characteristics' influence on user first impression are identified and some potential adjustments necessary to better fit different profiles are suggested, envisioning to disseminate the Virtual Worlds emerge as three-dimensional environments that have the potential to stimulate advances in the educational field by promoting interactivity, freedom and autonomy for students. However, its effective adoption in educational institutions is still considered very limited, and few studies have so far sought to identify more specific causes for such limitation. This research aims to contribute to the theme through a preliminary study about the impact of individual characteristics of learning styles and digital experience on users' initial perception about 3D Virtual Worlds. An experiment was conducted with a sample consisting of potential influencers in the decision making process for adoption of this type of approach, being composed by professionals from educational area that experimented a 3D virtual laboratory for the first time. As a result, some insights about the mentioned characteristics' influence on user first impression are identified and some potential adjustments necessary to better fit different profiles are suggested, envisioning to disseminate the use of Virtual Worlds in Education. use of Virtual Worlds in Education.

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.

Kuhn, J. et. al. (2015). Advancing Physics Learning Through Traversing a Multi-Modal Experimentation Space. Conference Paper. DOI: 10.3233/978-1-61499-530-2-373*

Abstract. Translating conceptual knowledge into real world experiences presents a significant educational challenge. This position paper presents an approach that supports learners in moving seamlessly between conceptual learning and their application in the real world by bringing physical and virtual experiments into

everyday settings. Learners are empowered in conducting these situated experiments in a variety of physical settings by leveraging state-of-the-art mobile, augmented reality, and virtual reality technology. A blend of mobile-based multi-sensory physical experiments, augmented reality and enabling virtual environments can allow learners to bridge their conceptual learning with tangible experiences in a completely novel manner. This approach focuses on the learner by applying self-regulated personalised learning techniques, underpinned by innovative pedagogical approaches and adaptation techniques, to ensure that the needs and preferences of each learner are catered for individually.

Kunrath, K., Cash, P. & Li-Ying, J. (2016). DESIGNER'S IDENTITY: PERSONAL ATTRIBUTES AND DESIGN SKILLS. INTERNATIONAL DESIGN CONFERENCE - DESIGN 2016, Dubrovnik - Croatia, May 16 - 19, 2016. *

A designer's identity combines the fundamental characteristics that comprise their personal and professional attributes. Holistically understanding a designer's personality traits, skills and competencies enables the development of more effective design process, as well as supporting the development of an individual's self-perception as a designer. This paper brings together the previously disparate literature on personal attributes and developed competencies in order to describe a holistic professional identity framework for designers.

Kupers, W. (2015) Inter-Play(ing) – Embodied and relational possibilities of serious play at work. Draft-Paper for: 10th Organization Studies Summer Workshop and Special Issue Organizational Creativity, Play and Entrepreneurship 21-23 May 2015, Chania, Crete, Greece To be submitted to Organisation Studies *

Abstract Based on a phenomenological approach this paper discusses embodied and relational possibilities of serious play at work. The intention is to develop an integral and transformative understanding of play as individual and collective co-creative action in organizations. For this the concept and practice of “inter-playing” will be proposed in which the in-between space of play is seen and experienced as a mediating nexus of self, others and worlds while involving imaginative engagement and enlivenment. Furthermore, the paper discusses critically the power at play and the ambivalent relationship of play to negative feelings, and to positive emotional states. Specifically, ambiguous play will be interpreted as a mode of activities that involve experimentations, creative imaginations and enactments of play as an aesthetic reason unfolding in a field of corporeal presence. While discussing the paradox of serious play, inter-play(ing) is related to an ethical responsiveness and can serve as an effective way to cultivate the professional artistry of practical wisdom. Finally, some practical and theoretical, methodological implications and perspectives on future research on inter-play in organizations are offered.

L

Landsberg, M. (2015). *The Tao of coaching: Boost your effectiveness at work by inspiring and developing those around you*. Profile Books.

Lau, W. W., Yuen, A. H., & Chan, A. (2015). Variable-Centered and Person-Centered Approaches to Studying the VARK Learning Style Inventory. In *New Media, Knowledge Practices and Multiliteracies* (pp. 207-216). Springer Singapore.

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

LeBlanc, M., Léger, M. T., Lang, M., & Lirette-Pitre, N. (2015). When a School Rethinks the Learning Environment: A Single Case Study of a New School Designed Around Experiential Learning. *Procedia-Social and Behavioral Sciences*, 174, 3577-3586.

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 ...

Lei, W. S. C., Lam, C. C. C., Lourenço, F., & Sappleton, N. (2015). The Role of Experiential Learning in Educating Responsible Citizens. In *The Palgrave Handbook of Experiential Learning in International Business* (pp. 272-291). Palgrave Macmillan UK.

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,

Li, L., & Wang, X. (2015). Culture, language, and knowledge: cultural learning styles for international students learning Chinese in China. *China-USA Business Review*, 5(7), 487-499. *

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.

Li, M., & Armstrong, S. J. (2015). The relationship between Kolb's experiential learning styles and Big Five personality traits in international managers. *Personality and Individual Differences*, 86, 422-426. *

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

Litchfield, K., Javernick-Will, A. & Maulb, A. (2015). Technical and Professional Skills of Engineers Involved and Not Involved in Engineering Service. *Journal of Engineering Education* DOI:10.1002/jee.20109 *

Background Engineers must acquire increasing technical and professional skills to meet pressing global challenges, but fitting training for these skills into already crowded curricula is difficult. Engineering service may provide opportunities to gain such skills; however, prior research about learning outcomes from such activities has been primarily small-scale, anecdotal, or lacking a comparison group.

Purpose/Hypothesis We aim to understand whether self-reported learning outcomes differ between engineers involved and not involved with engineering service activities. Specifically, do the two groups experience and learn different technical and professional skills in their engineering activities?

Design/Method We used a sequential mixed methods approach that began with interviews and focus groups with 165 participants and continued with a questionnaire administered to over 2,500 engineering students and practicing engineers both involved and not involved with engineering service. Analyses included variable-oriented qualitative analysis and multiple linear regression models to compare perceived technical and professional skills.

Results Quantitative results show that engineers involved and not involved with engineering service report comparable perceived technical skills, and that those involved in engineering service report significantly higher perceived professional skills, even when controlling for age, gender, and grade point average. Qualitative results indicate that higher professional skills can be partially attributed to the realistic, complex, and contextualized learning experiences within engineering service activities.

Conclusions Engineers involved with engineering service may gain strong professional engineering skills that do not compromise their technical skills. Thus, engineering service may help educate the type of engineers the field needs to confront pressing global challenges.

M

Machado, L. et. al. (2016). The Use of Virtual Worlds for Developing Intercultural Competences. *International Journal of Information and Communication Technology Education* Volume 12 • Issue 3 • July-September 2016 *

In this research, the authors present a framework for developing Intercultural Competence (IC) and use Tridimensional Digital Virtual Worlds (3DVW) as environments for developing Intercultural Competence. They developed an artifact, via Design Research, constituted by an educational method using the 3DVW Second Life® as the place for a virtual exchange program between 92 Brazilian and Portuguese master students. The results of the authors' study indicate that the 3DVW can be used for the development of IC because it allows rich experiential and relational/conversational learning opportunities, especially due to the affordances of immersion/sense of presence, social interaction, content production and knowledge sharing

Mainemelis, C., & Dionysiou, D. D. (2015). Play, Flow, and Timelessness 8. *The Oxford Handbook of creativity, innovation, and entrepreneurship*, 121.

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

Marambe, K. (2015). PORTFOLIO: AN INNOVATIVE TEACHING, LEARNING AND ASSESSMENT TOOL IN MEDICAL TRAINING. *Sri Lanka Journal of Medicine* Vol. 24 No.1 *

The portfolio development process is known to have incorporated the stated principles of adult learning into instruction and assessment with much success. In this background, portfolio-based learning has gained momentum in all stages of Medical Education, namely, undergraduate, post graduate and continuing professional development.

Matsuo, M. (2015). A Framework for Facilitating Experiential Learning. *Human Resource Development Review* 2015, Vol. 14(4) 442 –461*

Although learning from experience is recognized as important for the development of managers, there is no systematic model regarding how to facilitate experiential learning. This study was designed to develop a theoretical framework for the ability to learn from experience. Drawing on the literature, I have developed a model in which five facilitators (seeking challenging tasks, critical reflection, enjoyment of work, learning goal orientation, and developmental network) directly and indirectly facilitate performance of the four steps of Kolb's experiential learning process. The central contribution of this study is to propose a framework that integrates factors that facilitate experiential learning in various fields. The present research compensates for the shortcomings of Kolb's experiential learning cycle

Matsuo, M. (2015). Human resource development to facilitate experiential learning: the case of Yahoo Japan. *International Journal of Training and Development*, 19(3), 199-210.

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

Mcleod, P., & Steinert, Y. (2015). Twelve tips for curriculum renewal. *Medical teacher*, 37(3), 232-238.

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*

Adventure Based Learning (ABL) is a physical education curriculum model that involves a series of sequenced challenges in order to promote interpersonal and intrapersonal change. ABL is a compulsory part of many physical education curricula (IBO, 2010) yet there are few resources and still less research available to support teachers to effectively create such experiences in elementary physical education. This study seeks to address this gap and investigates how my facilitation of adventure based learning affects inter-personal attitudes and intra-personal skills in elementary students. It also attempts to find the most effective facilitation strategies to elevate a lesson from a fun activity to a meaningful learning experience.

A multiple-iteration, teacher-based action research methodology has been adopted to allow the practitioner-as-researcher to design an adventure-based learning program for grade 4/5 students, then conduct it, reflect on the successes and challenges encountered and make modifications for an additional round of investigation. Multiple data sources including student interviews, critical friend observations, group surveys and student and teacher reflection journals have been used to triangulate the data.

The thematic analysis found that intra-personal attitudes were difficult to plan for or measure and by contrast inter-personal skills were easier to plan for and were able to then be used to scaffold learning into more abstract concepts. Evidence from the first iteration of the research cycle indicated that the skill that needed the most attention was that of communication, which then became the design focus for the second round of data collection. Five key themes emerged in the findings and discussion including "Intra or Inter", "Being heard", "The elusive art of facilitation", "Know thyself" and "Know your students". From these themes it became clear that rather than following a fixed protocol, the key to success appeared to centre on the role of the facilitator in adapting to changing demands of student needs and other external factors. The teacher must also know how to balance a pragmatic approach with meaningful facilitation of student's reflection while understanding the diversity of needs within their classroom.

Meltzer, C. (2015). Understanding The Ambiguity And Uncertainty In Creative Processes When Using Arts-Based Methods In Education And Working Life. *Organizational Aesthetics*, 4(1), 46-69.

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

MIEYEVILLE, F., GAULTIER, F., PECHE, J. & Silberzahn, P. (2016). A DESIGN-BASED APPROACH RESEARCH ON INNOVATION: FROM MULTIDISCIPLINARITY TO TRANSDISCIPLINARITY

Innovation nowadays is increasingly based on the triple helix model of industry-university-government interactions (Etzkowitz and Leydesdorff, 2000). If institutions' interactions are vital for innovation, such practices have demonstrated that driving innovation requires not only crossover practices but also innovation in research. As a consequence, researchers must renew their epistemology, including the design of their research.

In this paper, we present the research approach developed in a triple helix model-based initiative named I.D.E.A. (Innovation, Design, Entrepreneurship and Arts), a national sponsored project (IDEFI grant in 2012) that uses Design Thinking as a methodology for project management (Péché et al., 2013), Effectuation as a philosophy for Action (S. Sarasvathy 2004) and Art as an experience.

We explore how the cross-over, pragmatic and pervasive approach of design thinking is especially adapted to building a research that has to be abducted from lived experiment with a constructivist way of thinking (Le Moigne, 1995). Research-Action in both teaching field and consulting field could be a good vehicle for such a research based on a pluridisciplinary research group tending to transdisciplinary practices. This paper tries to define the model and discusses the limits of research aimed at innovation by and on design.

Miri, B., Camagan, H. & Herold, J. (2015). Use of Simulation Learning Experiences in Physical Therapy Entry-to-Practice Curricula: A Systematic Review. *PHYSIOTHER CAN*), 67 (2): 194-202.

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.

Miller, R. J. & Maellaro, R. (2016). Getting to the Root of the Problem in Experiential Learning: Using Problem Solving and Collective Reflection to Improve Learning Outcomes. *Journal of Management Education* 2016, Vol. 40(2) 170 –193 *

Experiential learning alone does not guarantee that students will accurately conceptualize content, or meet course outcomes in subsequent active experimentation stages. In an effort to more effectively meet learning objectives, the experiential learning cycle was modified with a unique combination of the 5 Whys root cause problem-solving tool and a collective reflection step. Applying these modifications through multiple iterations of in-class exercises, students in lean operations and leadership courses were able to move beyond treating symptoms of problems and generate more viable alternative actions for future applications of their learning. Improved grades, greater achievement of learning

objectives, and positive student reactions provide evidence of the modified experiential learning cycle's success. A generalized framework for using the modified learning cycle in other management courses is also presented

Mitchell, B. S. (2015). Learning Styles in Anatomy Teaching and Learning. In *Teaching Anatomy* (pp. 23-30). Springer International Publishing.

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

Mitchell, E. K., James, S., & D'Amore, A. (2015). How learning styles and preferences of first-year nursing and midwifery students change. *Australian Journal of Education*, 59(2), 158-168.

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

Moffett, J. (2015). Twelve tips for “flipping” the classroom. *Medical teacher*, 37(4), 331-336.

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.

Mugisha, J. A. (2015). Continuing Professional Development for Health Workers. Is Learning Theory Relevant? *American Journal of Innovative Research and Applied Sciences* Volume 1(2):85-93. *

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.

Mui, A. B. et. al. (2015). Development of a web-enabled learning platform for geospatial laboratories: improving the undergraduate learning experience. *Journal of Geography in Higher Education* 39(3):1-13 · May 2015

This paper describes a web-enabled learning platform providing remote access to geospatial software that extends the learning experience outside of the laboratory setting. The platform was piloted in two undergraduate courses, and includes a software server, a data server, and remote student users. The platform was designed to improve the quality of the learning experience and to increase student confidence and proficiency with software-based geospatial skills. Laboratory grades of students using the platform were

significantly higher than those of students who did not use the platform, and survey responses reported that students overwhelmingly liked the convenience of the platform, which allowed them to work from any location.

N

O

Osgood-Campbell, E. (2015). Investigating the educational implications of embodied cognition: A model interdisciplinary inquiry in mind, brain and education curricula. *Mind, Brain & Education*. 9(1): 3-9 *

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.

P

Pacho, T. (2015). Unpacking John Dewey's Connection to Service-Learning. *Journal of Education & Social Policy*. 2(3): 8-16

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

Paige, J. T., Arora, S., Fernandez, G., & Seymour, N. (2015). Debriefing 101: training faculty to promote learning in simulation-based training. *The American Journal of Surgery*, 209(1), 126-131. *

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.

Pau, A. & Mutalik, V. (2016). Experiential Learning in Community Oral Health Promotion: A Qualitative Evaluation of the Experiential Aspects. *Pedagogy in Health Promotion: The Scholarship of Teaching and Learning* 1 –7 *

Experiential learning is not merely a set of tools and techniques to provide experiences for knowledge and skills acquisition but also learning that embraces certain principles that must be present at some time during learning. These principles are (a) a mixture of content and process, (b) an absence of excessive judgment, (c) engagement in purposeful endeavors, (d) encouraging the big-picture perspective, (e) the role of reflection, (f) emotional investment, (g) reexamination of values, (h) meaningful relationships, and (i) learning outside one's perceived comfort zones. We implemented and evaluated a learning initiative in which 30 dental students participated in oral health promotion activities in a residential care home for older adults. Qualitative feedback provided by 24 students suggested that the initiative provided a mixture of content and processes for knowledge application, gave "the opportunity to develop creative interventions and make decisions"; allowed students to "solve problems and share knowledge"; helped them "see the reality more . . . and reach out to the community"; led them to reflect on their effectiveness, "not sure what we have done are sufficient to actually help"; motivated them to "take some time off to understand their troubles" and not just doing what they thought was required; inspired them to examine their values around "feeling of social connectedness . . . and a desire to give back"; and provided opportunities to learn outside their comfort zones, "step out of campus and encounter all the different people" and demonstrated that the experiential aspects of experiential learning can and should be evaluated.

Perry, A. L., & Perry, L. G. (2015). Final-Year Transition and Service-Learning: Working Together as a Vehicle for Student Engagement, Development, and Life Preparedness. *The International Journal of Research on Service-Learning and Community Engagement*, 3(1). *

Preparation for the demands of the 21st-century workplace is an essential priority and growing concern of both students pursuing postsecondary degrees and the faculty and administrators responsible for educating them. For institutions of higher education, demands such as graduate employability, life preparedness, and emotional stability are consistently becoming more complex to support. Research demonstrates a range of high-impact practices (HIPs) that directly influence student engagement and support student development. How can these HIPs help prepare students for post-university life? This article highlights two research projects: one that explored the post-university transition of recent graduates, and another that explored the HIP of service-learning. Using the “what, so what, now what” framework, the article presents each study and its relevant findings. Implications of those findings are then synthesized by examining the two study topics through a single lens in order to identify transferable institutional strategies for preparing graduating students using service-learning pedagogy.

Petriglieri, G., & Petriglieri, J. L. (2015). Can Business Schools Humanize Leadership?. *Academy of Management Learning & Education*, 14(4), 625-647.

This article examines how and why business schools might be complicit in a growing disconnect between leaders, people who are supposed to follow them, and the institutions they are meant to serve. We contend that business schools sustain this

Peterson, K., DeCato, L. & Kolb, D. A. (2015) Moving and learning: Expanding style and increasing flexibility. *Journal of Experiential Education*. 38(3): 228-244*

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.

Pittaway, G. (2015). Movement, Maps, Mnemonics and Music: teaching fiction and Poetry Writing Using sight and sound. *Creative Writing and Education*, 11, 120.

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 ...

Premlatha, K. R., & Geetha, T. V. (2015). Learning content design and learner adaptation for adaptive e-learning environment: a survey. *Artificial Intelligence Review*, 44(4), 443-465. *

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

Psychogiou, & Chrysostomidis (2016). EXPERIENTIAL LEARNING: THE ROCK CYCLE IN A WORKSHOP PRESENTATION AND EVALUATION OF THE TEACHING APPROACH. *Bulletin of the Geological Society of Greece*, 50, 245-254. *

A research organised in the frame of the European project GEO schools to investigate the interest of students and teachers in geosciences in secondary school, concluded that both students and teachers are deeply interested, among other things, in the teaching strategies applied to teaching Geology. Bearing this in mind, a workshop was designed about the rock cycle, simulating the natural processes that take place in earth's lithosphere, using everyday objects. The workshop was then carried out with the help of students and/or teachers of secondary school who evaluated the whole endeavour in terms of efficiency in imparting knowledge and acquisition of a deeper understanding of otherwise difficult concepts through evaluation sheets.

Q

Quinn, R. W. & Bunderson, J. S. (2016). Could We Huddle on This Project? Participant Learning in Newsroom Conversations. *Journal of Management* 42(2):386-418 DOI: 0.1177/0149206313484517 published online 6 May 2013*

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

Raes, E., Decuyper, S., Lismont, B., Van den Bossche, P., Kyndt, E., Demeyere, S., & Dochy, F. (2015). Facilitating team learning through transformational leadership. *Instructional Science*, 41(2), 287-305. doi: 10.1007/s11251-012-9228-3 *

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.

Rangel, B., Chung, W., Harris, T. B., Carpenter, N. C., Chiaburu, D. S., & Moore, J. L. (2015). Rules of engagement: the joint influence of trainer expressiveness and trainee experiential learning style on engagement and training transfer. *International Journal of Training and Development*, 19(1), 18-31. *

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.

Rassin, M., Kurzweil, Y., & Maoz, Y. (2015). Identification of the Learning Styles and “On-the-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.

Rayner, S.G., 2015. Cognitive Styles and Learning Styles. In: James D. Wright (editor-in-chief), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol 4. Oxford: Elsevier. pp. 110–117. ISBN: 9780080970868 *

The psychological construct of style in personality, cognition, and learning is explained in this article. The development of a styles theory is interpreted as the evolution of a generic concept of individuality and its status as an individual difference in cognition and learning. The emergence of popular applications of learning styles as well as a wave of critical revisionism and new directions in researching style differences is related to this development. An application of style differences for lifelong learning in both education and workplace are then considered, including implications for further study of differential psychology, pedagogy, training, and the nature of an individual's personal approach to learning (style).

Rehab, K. E, Katifori, A. & Ioannidis, Y. (2016). HCI challenges in Dance Education. DOI · 10.4108/eai.23-8-2016.151642 *

Dance learning is by nature multimodal, while dance practice presents a wide diversity across genres and contexts. Choreography and artistic contemporary dance performances have been using interactive technologies to support their creative process for several decades. Nevertheless the use of interactive technologies to support dance learning and education is still relatively immature and raises many challenges and interesting questions when it comes to choosing the appropriate human computer interaction methods. In this paper, we present the characteristics of dance teaching and learning in relation to interactive technology and we highlight the points/feedback that dance, as a field of mastering expressive movement, can bring to the design of whole-body interaction experiences.

Rihtaršič, D., Avsec, S. & Kocijancic, S. (2015). Experiential learning of electronics subject matter in middle school robotics courses. *International Journal of Technology and Design Education* · May 2015 DOI: 10.1007/s10798-015-9310-7

The purpose of this paper is to investigate whether the experiential learning of electronics subject matter is effective in the middle school open learning of robotics. Electronics is often ignored in robotics courses. Since robotics courses are typically comprised of computer-related subjects, and mechanical and electrical engineering, these three areas should be emphasized equally. Many studies reveal impressive learning of computer science and mechanical engineering, but clear evidence of the effectiveness of electronics learning in the higher order thinking skills of middle school students is still lacking. We designed three different robotics courses with electronics subject matter introduced through experiential learning. A parallel group design was used, where three different open learning courses were implemented for middle school students. Based on results of

the first and second implementations, we improved students' learning of relevant content for each successive step of the experiment. In total, 381 middle school students participated in all experiments and were surveyed using pre- and post-tests. The collected data were analyzed using a quantitative research methodology. The findings revealed that the teaching approach was effective. During the learning process, student interest in robotics increased, and overall achievement improved with a medium effect size ($g^2 = 0.13$). The best results for the learning of electronics subject matter were found in the learning process ($g^2 = 0.44$), where experimental sharing of electronics parts was the most evident approach used by the students. Examination of learning material structure in light of the shared electronics subject matter is analyzed and discussed and possible directions for future research are presented.

Robinson, J. (2016). Connecting leadership and learning: Do versatile learners make connective leaders? *Higher Learning Research Communications*, 6(1). *

Recent failures in leadership, suggest that creating better-quality leadership development programs is critical. In moving from theory to practice, this paper examined the relationship between learning style and leadership style which may enable us to move away from one-size-fits-all leadership development programs. Utilizing Kolb's Experiential Learning Model and Connective Leadership theory, approximately 3600 college students were analyzed to discover whether versatility in learning styles translates into versatility in leadership styles. One group of versatile learners reported using a wider range of leadership styles suggesting that learning flexibility may transfer to leadership flexibility. Surprisingly, learners of all types reported utilizing Power and Intrinsic styles of leadership above all others. Implications for leadership development include considering individual differences when crafting leadership programs, matching learning styles to leader training, and the need to move beyond one set of leadership behaviors to increase flexibility in dealing with complex situations. Using a large sample rarely seen in management studies, this paper makes key contributions to the literature.

Rodgers, D. L. (2015). The Biological Basis of Learning Neuro-education Through Simulation. *Simulation & Gaming*, 46(2), 175-186.*

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.

Rodgers, W., Simon, J. & Gabrielsson, J. (2016). Combining experiential and conceptual learning in accounting education: A review with implications. *Management Learning* 48(2)
DOI: 10.1177/1350507616669479 *

Within accounting education, both conceptual and experiential learning have been important learning approaches. However, while experiential learning has been extensively studied in accounting education, the critical role of conceptual learning has received considerably less attention. In this article, we review theory and research to develop a framework involving the Throughput Model that relates to both conceptual and experiential learning. Based on our review and combination, we suggest implications for the design and implementation of accounting education.

S

Saban, A. I. (2016). An Investigation Of The Relationship Between Students' Views On Homework And Their Learning Styles. *European Scientific Journal*, 12(7).

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,

Sanner, B., & Bunderson, J. S. (2015). When feeling safe isn't enough Contextualizing models of safety and learning in teams. *Organizational Psychology Review*, DOI: 0.1177/2041386614565145.

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.

Schimbeck, K. S. (2015). *Face-to-Face versus Technology Mediated Learning: Is a Classroom and Instructor Needed?* A Thesis submitted to Southern Utah University in partial fulfillment of the requirements for the degree of Master of Professional Communication. *

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.

Schippers, M. C., Edmundson, A. C. & West, M. A. (2015). Team reflexivity as an antidote to team information processing failures. *Small Group Research*. *

This paper proposes that *team reflexivity* – a deliberate process of discussing team goals, processes, or outcomes – can function as an antidote to team-level biases and errors in decision making. We built on prior work conceptualizing teams as information-processing systems and highlights reflexivity as a critical information processing activity. Prior research has identified consequential information-processing failures that occur in small groups, such as the failure to discuss privately held relevant information, biased processing of information, and failure to update conclusions when situations change. We propose that *team reflexivity* reduces the occurrence of information-processing failures by ensuring that teams discuss and assess the implications of team information for team goals, processes and outcomes. In this paper, we present a model of *information-processing failures* (TIPs) and of *remedies* involving team reflexivity. Next, we discuss the *conditions* under which team reflexivity is and is not likely to facilitate performance. In doing so, we integrate literature regarding team regulatory processes, emergent cognitive states, and team learning.

Sessa, V. I., & London, M. (2015). *Continuous learning in organizations: Individual, group, and organizational perspectives*. Psychology Press.

Shahabadi, M. M. & Uplane, M. (2015). Synchronous and Asynchronous e-learning Styles and Academic Performance of e-learners. *Procedia - Social and Behavioral Sciences* 02/2015; 176. DOI: 10.1016/j.sbspro.2015.01.453

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 asynchronous 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.

Shyu, C. S., & Chou, M. J. (2015). WHOSE AESTHETICS WORLD? EXPLORATION OF AESTHETICS CULTIVATION FROM THE CHILDREN'S OUTDOOR PLAYGROUND EXPERIENTIAL VALUE PERSPECTIVE. *International Journal of Organizational Innovation (Online)*, 8(2), 158. *

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.

Sikkema, S. E., & Sauerwein, J. A. (2015). Exploring culture-specific learning styles in accounting education. *Journal of International Education in Business*, 8(2), 78-91.

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.

Silberman, M. L., & Biech, E. (2015). *Active training: A handbook of techniques, designs, case examples, and tips*. John Wiley & Sons.

Simpson, A. (2015). The surprising persistence of Biglan's classification scheme. *Studies in Higher Education*, 1-12.

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* *

Soflano, M., Connolly, T. M., & Hailey, T. (2015). An application of adaptive games-based learning based on learning style to teach SQL. *Computers & Education*, 86, 192-211.

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.

Sølvberg, A. & Rismark, M. (2016). Designing Teaching Practice in Post-Graduate Education. *Creative Education*, 2016, 7, 1739-1748 Published Online August 2016 in SciRes.
<http://www.scirp.org/journal/ce> <http://dx.doi.org/10.4236/ce.2016.712177> *

This paper explores how teachers can design post-graduate teaching practice in ways that allow participants to construct new knowledge that supports their daily work practice. To explore the design of teaching practice in post-graduate education, the authors have studied a post-graduate course at the Norwegian University of Science and Technology, NTNU. Qualitative data about the teaching practice were collected through observations and interviews. The data were analysed using an inductive collaborating coding procedure involving descriptive and interpretive phases. Two overarching categories were evident in the data material. The category Joint Workplace Experience describes the participants' joint experiences of their work practice. The category Inclusion of Workplace Experience in Teaching Practice describes recurring regularities of how the participants' workplace experience was included in the teaching practice. Based on the findings we present a teaching design that may assist teachers in designing a teaching practice to satisfy the competence development needs that workers have. Bearing this design in mind, we first argue that teachers need to acknowledge the role of experience for learning. Second, they need knowledge about what constitutes joint workplace experience for the specific group of participants in the course they are teaching. Third, teachers need to include this knowledge when they design the teaching practice.

Splan, R. K., Brooks, R. M. & Porr, C. A. S. (2016). Student reflections on personal and professional growth after a 16 week immersive, experiential learning program in equine science.

NACTA Journal 60(1): 60-63*

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.

Stock, K. L. & Kolb, D. A. (2016) Equine assisted experiential learning. *Organization Development Practitioner*. 48(2): 43-47*

"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."

Strange, C. C., & Banning, J. H. (2015). *Designing for Learning: Creating Campus Environments for Student Success*. John Wiley & Sons.

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

Sullivan, D. M., & Brandt, J. C. (2015). The Organizational Journey to Learning Based on Failure. *

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 helps 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.

Sun, G. et. al. (2015). MLaaS: A Cloud System for Mobile Micro Learning in MOOC. 2015 IEEE International Conference on Mobile Services. DOI 10.1109/MS.2015.26 *

Mobile learning in massive open online course (MOOC) differs evidently from its traditional ways as it relies more on collaboration and becomes fragmented. We introduce a cloud-based system which can organize learners into a better teamwork context and customize micro learning resources in order to meet personal demands in real time. Particularly, a smart micro learning environment can be built by a newly designed SaaS, in which educational data mining techniques are mainly employed to understand learners' behaviors and recognize learning resource features.

Sun, Q., & Kang, H. (2015). Infusing work-based learning with Confucian principles: a comparative perspective. *Higher Education, Skills and Work-Based Learning*, 5(4), 323-338. *

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

Susing, I. (2016). Coaching at the Top. *OD Practitioner* 48(4): 13-19 *

paper describes the challenges of successfully deploying coaching initiatives at the most senior levels of leadership of an organization, and how these challenges can be addressed to achieve more optimal and consistent outcomes. The findings are based on twelve interviews with senior human resources directors of Australian organizations from a variety of industries, including engineering, construction, transport, technology, and professional ser-

Sutherland, I., & Jelinek, J. (2015). From Experiential Learning to Aesthetic Knowing The Arts in Leadership Development. *Advances in Developing Human Resources*, 17(3), 289-306. *

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 artsbased 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.

T

Taylor, K., & Marienau, C. (2016). *Facilitating Learning with the Adult Brain in Mind: A Conceptual and Practical Guide*. John Wiley & Sons.

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

Terry, W. S. (2015). *Learning and memory: Basic principles, processes, and procedures*. Psychology Press.

Tews M. J. Tews & Noeb, R. A. (2017). Does training have to be fun? A review and conceptual model of the role of fun in workplace training. *Human Resource Management Review* <https://doi/10.10/jhrmr.2017.11.003> *

The role of fun features in training has yet to be systematically examined from an academic perspective. The purpose of this paper is to aid academic research and training practice by addressing four important issues. First, we discuss the meaning of fun in the context of workplace training. Second, we review and critique the existing research on fun features in training. Third, based on Kahn's (1990) theory of psychological engagement, we propose a conceptual model to guide research to help increase our understanding of the role of fun features in training. Fourth, we discuss opportunities for future research as well as practical implications and caveats. Our intent is to provide a stronger theoretical basis for understanding and researching fun features in training and to provide more nuanced guidance for training practice.

Theodoropoulos, A., Antoniou, A. & Lepouras, G. (2016). How Do Different Cognitive Styles Affect Learning Programming? Insights from a Game-Based Approach in Greek Schools *ACM Transactions on Computing Education* 17(1):1-25 DOI: 10.1145/2940330

Is there any relationship between students' cognitive style and the ability to learn programming through serious games? The aim of this work is to assess the learning effectiveness and motivational appeal of digital games for learning basic programming concepts, involving secondary education students. For this purpose, the Code.org®'s activity named K-8 Intro to Computer Science was used. The study investigated students' attitudes from gaming activities to reveal the quality of their learning experience. Next, students' attitudes from games were correlated with their cognitive profile to reveal potential differences....

Thompson, N. (2015). *People skills*. Palgrave Macmillan.

Thompson, K. R. et al., Key characteristics of successful fisheries learning exchanges, *Mar. Policy* (2016), <http://dx.doi.org/10.1016/j.marpol.2016.03.019> *

This study examines the key characteristics of successful fisheries learning exchanges (FLEs). FLEs are peer-to-peer gatherings in which fishery stakeholders from different communities freely exchange information and experiences surrounding fisheries challenges and solutions. They are usually organized by fishers, non-governmental organizations and governments and are credited as an integral tool for the diffusion and adoption of fisheries management strategies. Despite their numerous perceived benefits within fisheries conservation and management, little research has been conducted on FLEs. This multiple case study addressed the research question: “What are the key characteristics of successful FLEs?” Success metrics were defined during a workshop on FLEs in 2013. For this study, the authors selected six successful FLEs that were presented during the workshop. Documentation of FLEs and key informant interviews with participants and organizers were used as data. The following key elements of successful FLEs emerged from analyses: (1) a clear guiding purpose and flexible objectives, (2) careful and considered selection of participants with diverse professions and conservation beliefs, (3) a mix of activities including giving presentations, conducting site visits, talking with local fishers, spending time on boats or in the water, and participating in cultural activities, and (4) logistical and financial follow-up support, including information dissemination about what participants learned at the FLE. Based on these results, the authors provide recommendations for conducting successful FLEs.

Thon, S., & Hansen, P. (2015). Preferred Learning Styles of Professional Undergraduate and Graduate Athletic Training Students. *Athletic Training Education Journal*, 10(2), 159-163. *

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 (men¹/4125, women¹/4303, not available¹/41) from 88 professional undergraduate programs and 69 students (men¹/427, women¹/442) 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.

Thorsted, A. C. (2016). Communities of play – a collective unfolding. *International Journal of Play* Volume 5, 2016 - Issue 1 Pages 28-Published online: 17 Mar 2016

This paper discusses the role of play in organizations and its ability to create a community of play regarded as a group of people deeply engaged in play. The elaboration is based on an empirical study of adults playing in the Danish international toy company LEGO. The study confirms that play can support organizations in solving present day challenges, such as learning, communication, innovation and collaboration. But before talking about solving anything, this paper argues – primarily through the perspective of Gadamer – that it is equally intriguing to look into what play as a universal life phenomenon independent of age, culture or beliefs does to us at an invisible and personal level. How it mediates personal and trust-based relationships and unfolds us as human beings at an individual as well as a collective level and hereby enhances a more meaningful and personal human encounter. By introducing the new term ‘community of play’ into the discussion of play among adults in organizational contexts, the paper tries to spark an existential inquiry into the more intangible and human aspects of organizations.

Tight, M. (2015). Theory development and application in higher education research: Tribes and territories. *Higher Education Policy*, 28(3), 277-293.

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

Tomkins, L., & Ulus, E. (2015). ‘Oh, was that “experiential learning”?!’ Spaces, synergies and surprises with Kolb’s learning cycle. *Management Learning*, 1350507615587451. *

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 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-centered’ than ‘student-centered’, and we contrast this relational focus with the way EL seems to have been popularized as anti-interventionist, 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.

Toth, P. (2015, September). Self-regulated learning and learning style—A longitudinal research in the area of vocational education. In *Interactive Collaborative Learning (ICL), 2015 International Conference on* (pp. 844-853). IEEE. *

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

Trinh, M. P. (2016). Overcoming the shadow of expertise: How humility, learning goal orientation and learning identity help experts become more flexible. Unpublished Doctoral Dissertation. Department of Organizational Behavior, Case Western Reserve University.

Although experts are valuable assets to organizations, they suffer from the curse of knowledge and cognitive entrenchment which prevents them from being able to adapt to changing situational demands. Research using the cognitive approach to study expertise has little to offer in resolving these problems. In this study, I use Dweck’s (1988) goal orientation framework to offer alternative explanations and solutions for expert performance pitfalls. I propose that experts’ performance goal orientation resulting from social pressures to perform is what makes them inflexible, but this mechanism can be moderated by learning goal orientation, learning identity, and humility. In study 1 and study 2, I developed and validated a scale measuring learning identity, the degree to which individuals see themselves as learners and enjoy the learning process. Learning identity complements learning goal orientation to capture individuals’ holistic motivation to learn. Results yielded a six-item scale with good factor structure and sufficient evidence of construct validity. In study 3, data from a small sample of healthcare professionals in Northeast Ohio suggested that performance goal orientation partially explained the mechanism of why experts may be inflexible. Humility, both as self-report and other-report measure, was found to be the most consistent moderator of this indirect effect. Experts with low levels of humility suffered from the negative effects of performance goal orientation, leading them to be less flexible compared to their

counterparts with higher levels of humility. Experts who reported high levels of humility, on the other hand, were perceived to be more flexible as their expertise increased. Meanwhile, learning goal orientation partially moderated the indirect effect of expertise on flexibility through performance goal orientation, and learning identity did not moderate this effect. These findings lead to new ways to resume conversations on how to get experts unstuck and how to develop educational curriculum around humility and lifelong learning.

Truong, H. M. (2016). Integrating learning styles and adaptive e-learning system: current developments, problems and opportunities. *Computers in Human Behavior*, 55, 1185-1193.
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 optimize ...

Tsingos, C., Bosnic-Anticevich, S., & Smith, L. (2015). Learning styles and approaches: Can reflective strategies encourage deep learning?. *Currents in Pharmacy Teaching and Learning*, 7(4), 492-504. *

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.

U

V

van Eijnatten, F. M., van der Ark, L. A., & Holloway, S. S. (2015). Ipsative measurement and the analysis of organizational values: an alternative approach for data analysis. *Quality & Quantity*, 49(2), 559-579.

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

Van Esch, G., & Tillema, H. (2015). The Learning Potential of Mentoring Conversations. In *Mentoring for Learning* (pp. 155-179). SensePublishers.

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 “ ...

Ventura, A. & Moscoloni, N. (2015). Learning styles and disciplinary differences: A cross-sectional study of undergraduate students. *International Journal of Learning and Teaching* 1(2): 88-93*

Abstract—Knowledge of learning styles can enhance the ability of teachers to build on student experiences and construct new learning opportunities. This cross-sectional study examines the learning styles preferences of undergraduate Argentinean students and the differences in their learning styles according to Field of Study and Academic Years using Index of Learning Styles®. The sample consisted of 304 students from Psychology and Engineering enrolled on First, Third and Fifth Years. Results suggested that students in early years at university adopted learning styles that were similar to each other irrespective of main academic discipline. However, learning styles of students in upper division courses tended to be related to the Field of Study. Engineering students were found to be more Sensing, Active and Visual learners; whereas Psychology students preferred the opposite styles. In regard to Academic Years in Psychology, Fifth Year students were more Intuitive, Reflective, Verbal and Global than First Year students. Furthermore, Engineering Fifth Year students have consolidated Sensing, Visual and Sequential styles. Besides, this group showed greater Active preferences than the Engineering First Year students. These findings confirmed the hypothesis of educational specialization based on the association between learning styles and Fields of Study; these educational implications are discussed.

Vinales, J. J. (2015). The learning environment and learning styles: a guide for mentors. *British Journal of Nursing*, 24(8). *

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.

Vos, L. (2015). Simulation games in business and marketing education: How educators assess student learning from simulations. *The International Journal of Management Education* volume 13, issue 1, year 2015, pp. 57 – 74 *

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.

W

Wang, R., Newton, S., & Lowe, R. (2015). Experiential learning styles in the age of a virtual surrogate. *International Journal of Architectural Research: ArchNet-IJAR*, 9(3), 93-110. *

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.

Wang, Y., Highhouse, S., Lake, C. J., Petersen, N. L., & Rada, T. B. (2015). Meta-analytic Investigations of the Relation Between Intuition and Analysis. *Journal of Behavioral Decision Making*.

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

Watson, M. K., Pelkey, J., Noyes, C., & Rodgers, M. (2016). Assessing Impacts of a Learning-Cycle-Based Module on Students' Conceptual Sustainability Knowledge using Concept Maps and Surveys. *Journal of Cleaner Production*.

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

Wherley, C., Veach, P. M., Martyr, M. A. & Leroy, B. S. (2015). Form Follows Function: A Model for Clinical Supervision of Genetic Counseling. *Journal of Genetic Counseling (J Genet Counsel)* DOI: 10.1007/s10897-015-9837-5 *

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.

Widdop Quinton, H. E. (2015). Places that matter: an exploration of adolescents' valued places, spaces and nature connections. [Quinton - 2015 - epubs.scu.edu.au](https://epubs.scu.edu.au)

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 ...

Wilkesmann, U., & Lauer, S. (2015). What affects the teaching style of German professors? Evidence from two nationwide surveys. *Zeitschrift für Erziehungswissenschaft*, 18(4), 713-736.*

Abstract 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 years 2009 and 2011. Regression analyses indicate that selective incentives for teaching have a very weak effect on the teaching approach, whereas the particular scientific disciplines seem to exert a considerable impact. In addition, the following influential factors that foster a student-focused teaching approach were identified: continuing pedagogical training (only for professors at research universities) and interaction among professors regarding teaching. In terms of gender differences, it was detected that female professors at research universities prefer a more student-focused approach to teaching.

Wright, J. (2015). Experiential learning: an overview. *

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.

X

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Y

Yamazaki, Y., & Attrapreyangkul, T. (2015). A Comprehensive Approach to Understand Learning Styles across Countries: A Comparison between the Japanese and Thai Employees of

Japanese MNCs. In *The Palgrave Handbook of Experiential Learning in International Business* (pp. 91-112). Palgrave Macmillan UK.

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 ...

Yeo, R. K. & Marquardt, M. J. (2015). Interpreting action, learning and experience: Integrating action learning and experiential learning for HRD. *Human Resource Development Quarterly*. 26(1): 81-107 *

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.

Yoon, J., & Christopher Kayes, D. (2016). Employees' self-efficacy and perception of individual learning in teams: The cross-level moderating role of team-learning behavior. *Journal of Organizational Behavior*.

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 ...

Yurt, E., Aydin, M. & Sahin, I. (2015). Assessing uses of motivated strategies by middle school students based on their learning styles. *Croatian Journal of Education*. 17(3): 117-149*

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.

Z

Zigmont, J. J., Wade, A., Edwards, T., Hayes, K., Mitchell, J., & Oocumma, N. (2015). Utilization of experiential learning, and the learning outcomes model reduces RN orientation time by more than 35%. *Clinical Simulation in Nursing*, 11(2), 79-94.

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

Zuber, W. J. (2016). The Flipped Classroom, a review of the literature. *Industrial and Commercial Training*, 48(2).

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/ ...

Zufferey, C., & King, S. (2015). Social work learning spaces: the Social Work Studio. *Higher Education Research & Development*, 1-14.

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