

Contents

Foreword	x
About the Author	xii
Preface	xiii
Introduction	xvi

Part I Experience and Learning

Chapter 1 The Foundations of Contemporary Approaches to Experiential Learning	1
Experiential Learning in Higher Education: The Legacy of John Dewey	4
Experiential Learning in Training and Organization Development: The Contributions of Kurt Lewin	8
Jean Piaget and the Cognitive-Development Tradition of Experiential Learning	12
Other Contributions to Experiential Learning Theory	15
Update and Reflections	19
Foundational Scholars of Experiential Learning Theory	19
Liminal Scholars	20
Contributions to Experiential Learning	23
Chapter 2 The Process of Experiential Learning	31
Three Models of the Experiential Learning Process	32
Characteristics of Experiential Learning	37
Summary: A Definition of Learning	49
Update and Reflections	50
The Learning Cycle and the Learning Spiral	50
Understanding the Learning Cycle	50
The Learning Spiral	61

Part II The Structure of Learning and Knowledge

Chapter 3	Structural Foundations of the Learning Process	65
	Process and Structure in Experiential Learning	66
	The Prehension Dimension-Apprehension Versus Comprehension	69
	The Transformation Dimension-Intention and Extension	77
	Summary	85
	Update and Reflections	87
	Experiential Learning and the Brain	87
	James Zull and the Link between the Learning Cycle and Brain Functioning	88
	My Brain Made Me Do It?	94
Chapter 4	Individuality in Learning and the Concept of Learning Styles	97
	The Scientific Study of Individuality	98
	Learning Styles as Possibility-Processing Structures	100
	Assessing Individual Learning Styles: The Learning Style Inventory	104
	Evidence for the Structure of Learning	111
	Characteristics of the Basic Learning Styles	114
	Summary and Conclusion	135
	Update and Reflections	137
	Individuality, the Self, and Learning Style	137
	Western and Eastern Views of the Self	138
	Experiential Learning and the Self	139
	Learning Style	141
Chapter 5	The Structure of Knowledge	153
	Apprehension vs. Comprehension—A Dual-Knowledge Theory	154
	The Dialectics of Apprehension and Comprehension	159
	The Structure of Social Knowledge: World Hypotheses	164
	Summary	173
	Social Knowledge as Living Systems of Inquiry—The Relation between the Structure of Knowledge and Fields of Inquiry and Endeavor	175
	Update and Reflections	186
	The Spiral of Knowledge Creation	186
	Personal Characteristics and Ways of Knowing	188
	Knowledge Structures and Disciplinary Learning Spaces	190
	The knowledge Structures of <i>Experiential Learning</i>	192

Part III Learning and Development

Chapter 6 The Experiential Learning Theory of Development	197
Learning and Development as Transactions between Person and Environment.	198
Differentiation and Integration in Development	199
Unilinear vs. Multilinear Development	201
The Experiential Learning Theory of Development	205
Consciousness, Learning, and Development	210
Adaptation, Consciousness, and Development.	216
Update and Reflections	225
Culture and Context.	226
Individual Differences and Multilinear Development	227
Integration and Advanced Stages of Adult Development	228
Implications for Experiential Learning Theory Development Theory	234
Chapter 7 Learning and Development in Higher Education	239
Specialized Development and the Process of Accentuation	242
Undergraduate Student Development in a Technological University	244
Professional Education and Career Adaptation	261
A Comparative Study of Professional Education in Social Work and Engineering.	263
Managing the Learning Process	276
Implications for Higher Education.	283
Update and Reflections	287
Becoming an Experiential Educator	287
Chapter 8 Lifelong Learning and Integrative Development	311
Adaptive Flexibility and Integrative Development.	315
On Integrity and Integrative Knowledge	327
Update and Reflections	333
Lifelong Learning and the Learning Way	333
Bibliography	355
Index	377