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## Editor's Note

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# A Note from the Editor

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2020-2021 was a transitional time for so many individuals in our field. From confronting the challenges of moving in-person programs to online, synchronous formats; to pivoting back to in-person learning and establishing a safe environment to welcome students back to campus; this past year has represented a rededication back to our teaching, to our professional development, and most especially to the circulation of cutting-edge ideas and practices on experiential education. Beyond our scholarly and professional endeavors, this past year has also been a transitional time for the journal's Editorial Board, and we would like to thank our outgoing Editor-in-Chief, Kevin Dvorak, for all his hard work and dedication to this publication and to the field. The readerly enjoyment *ELTHE* offers is a direct result of Kevin's vision, and it is the personal aim of this Editorial Board to carry this vision forward.

The articles featured in *ELTHE* 4.1 are furthermore representative of the aforementioned theme of transition. As we return to in-person learning, Karen Stock and David Kolb's "The Experiencing Scale: An Experiential Learning Gauge of Engagement in Learning," investigates the theory and practice of experiential learning. Steeped in Experiential Learning Theory (ELT), the authors wonder "What kind of experienc-

es lead to what kind of learning? What is the process that turns experience into learning?" (3). The article offers insights to these important questions.

Matthew Fifolt, Meena Nabavi, Erika L. Austin, and Lisa C. McCormick's article, "Building Cultural Competency Among Emerging Public Health Professionals: Student Experiences in Panama," investigates a six-credit, 2019 study abroad course that explored population health in Panama. The course offered students an opportunity to view healthcare through a cultural lens, and the authors argue that such study abroad and service-learning programs establish strategies for enhancing students' understanding of cultural competency.

In "Entrepreneurship Education and Experiential Learning in Higher Education," Sophia N. Koustas and Elham Shahidi Salehi conduct an exploratory qualitative study of five entrepreneurship courses at Southern New Hampshire University. By analyzing these courses, the authors explore the important relationship between entrepreneurial outcomes learned through entrepreneurship educational endeavors, and how these learning outcomes develop students' skills and knowledge to satisfy current industry needs.

Thomas Mondschean and Melissa Markley Rountree, writing in “Experiential Learning through Short-Term Study Abroad: A Business Approach,” lend credence to various models for designing and assessing study abroad programs. Specifically, through an analysis of short-term study abroad programs (Ireland, Northern Ireland, Switzerland), the authors show how these programs encourage students to leave their comfort zones, to learn through engagement and discussion in unfamiliar cultural environments.

In “Coaching and Experiential Learning in an MBA Leadership Certificate Program,” Stephanie Thomason and Kamilla Andersen explore the pivotal role coaches play in training and developing current business students into future leaders. By utilizing Kolb and Kolb’s (2017) framework, the authors examine numerous reflection papers from a coaching perspective in an MBA leadership certificate program. The authors argue for the increased need for coaches and MBA programs given the many beneficial outcomes coaching leads to.

In “Exploring the Catalyst Energizing the Kolb Learning Cycle,” Marc Behrendt and Krisanna Machtmes explore the “driving force” of learning cycles (Naem Akhtar, 2020). In their article, the authors provide answers to what compels learners to test new knowledge and create new experiences; examine the catalyst that initiates the learning experience; and interrogate what causes the learning cycle to conclude.

Finally, in “Communities of Practice in Academic Administration: An Example from Managing Undergraduate Research at a Research-Intensive Univer-

sity,” the authors argue for the increased facilitation of undergraduate research experiences (UREs), especially given the benefits these experiences offer students. The article explores how a large research-intensive university in the Pacific Northwest navigated the COVID-19 pandemic to ensure that students enrolled in UREs continued to achieve their personal and professional gains.

Indeed, whether the focal point of experiential education is in-person learning or study abroad programs, the articles that comprise *ELTHE* 4.1 celebrate a transition back to learning through first-hand experience. We are excited to share these articles with you and hope they provide guidance to educators and practitioners as we press forward in this current academic year.

Lastly, with an eye towards the 50th anniversary celebration of the NSEE conference, *ELTHE* would like to extend its sincerest thank you to the following individuals: Marianna Savoca and the entire NSEE Board of Directors for their continued support of this publication; Patrick Green and the NSEE Research and Scholarship Committee, whose critical ideas for how to deepen and develop this journal proliferate many of the pages to follow; Marti Snyder, Paul Gaszak, and the entire NSEE Conference Planning Committee for their continued commitment to *ELTHE*.

Onward and upward. ■