

**WHAT'S IN IT FOR ME? BUILDING THE CASE FOR EXPERIENTIAL EDUCATION WITH BUSINESS
FACULTY: CAN MISSION AND EXPERIENTIAL LEARNING WORK TOGETHER IN A
PUBLICATIONS DRIVEN WORLD?**

**Christina McCale, Division of Business, Regis University, 3333 Regis Blvd., H-8,
Denver, CO 80221; cmccale@regis.edu**

**Beth Parish, School of Management, Regis University, 3333 Regis Blvd., H-30,
Denver, CO 80221; bparish@regis.edu**

ABSTRACT

Learning, historically, has been synonymous with rote memorization, the lowest level of Bloom's (1956) taxonomy of cognitive learning which moves through a series of levels of learning from recall, to comprehension, application, analysis, and synthesis before finally reaching evaluation. The classroom of yesteryear was instructor-centered, who passed information on to the students, the sole source of information and primary responsible individual for learning. The modern, more current paradigm proposes that learning be active, student-centered, and shifts not only the responsibility for source of information from being solely the instructor's responsibility to the students and learning from a whole host of sources, one of which is the instructor (Hernandez, 2002). This migration from passive to active learning environments further supports the move to a more "experientially based" marketing classroom.

The Association to Advance Collegiate Schools of Business (AACSB) standards, guidelines and recommendations further support this line of progression through their accreditation requirements, encouraging faculty to find new ways of engaging students to be actively involved in their own learning, as opposed to seeing learning that is something that is done "to" them. Further the AACSB (2003, p. 52) states, "Faculty members should find such approaches that are suited to their

subject matter and should adopt active learning methodologies."

Experiential education can take many forms in the marketing classroom – from client based projects to service learning; from internships to community based learning – each with its own strengths and limitations. Faculty choose to engage or not to engage in experiential activities for a variety of reasons. This article, the result of a survey of over 300 faculty from 27 Jesuit Business Schools, discusses the inclusion of experiential education in the business classroom, including answers to the following questions:

- Who includes experiential activities in their classroom?
- What experiential activities are currently being implemented in the business and marketing classrooms?
- Why do some faculty include experiential learning in their classrooms while others do not?
- Does university mission impact a faculty member's inclusion of experiential activities in the classroom?

The benefits and roadblocks to experiential learning will also be discussed along with a discussion of what marketing faculty and administration can learn from the study.

References Available on Request