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SIMULATION/EXPERIENTIAL LEARNING AUDIT

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ABSTRACT

The development of an ASEBL-sponsored audit of simulation/experiential learning potential is explored in this workshop. Topics to be explored are interest in an audit, format, areas to be covered, and research areas relevant to the audit. Critical areas are: Student and Faculty attitudes, resources, administration, and evaluation.

WORKSHOP OBJECTIVES

1. To propose and explore the idea of an ABSEL-sponsored SIMULATION/EXPERIENTIAL LEARNING AUDIT.
2. To explore the interests of ABSEL members and conference participants in a SIMULATION/EXPERIENTIAL LEARNING AUDIT.
3. To define the relevant audiences and format for the SIMULATION/EXPERIENTIAL LEARNING AUDIT, for example an ABSEL sponsored workbook and/or an ABSEL sponsored faculty development workshop.

RATIONALE

A review of ABSEL literature shows that a number of ABSEL members have been primarily concerned with the administration, development, and evaluation of experiential learning and simulation. Attempts to clarify issues related to administration, research in the area of experiential learning and simulation, development of a theory of learning in experiential models, and implementation of simulation experiential learning into a university curriculum have all been extensively explored among the ABSEL membership. These materials however, while in the mainstream of ABSEL's research and practice, have never been put together in a single format which would allow a new faculty member or a new organization to systematically explore the options, issues, and procedures to be taken to implement an experiential learning environment.

The purpose of the simulation/experiential audit would be to assess the resources and potential that a college or university has to develop and use simulation and experiential learning materials in the classroom. Assessment devices, resource identification, administrative guidelines, and evaluation materials would all play a critical part in the audit format.

The audit could take several different formats. The two most likely would be either an ABSEL sponsored workbook which would involve the audit exercises and resource material. A second option would be the development of a workbook in addition to the availability of an ABSEL member team which could visit a school and assist the school in assessing the various key areas in a faculty development workshop format.

Areas to be assessed in the audit would include:

1. The attitudes of faculty members towards the use of experiential learning techniques.
2. The attitudes of students toward experiential learning methods.
3. The inventory of resources available to the college or

university for implementation of an experiential learning/simulation format.

4. An identification of computer resources available and/or needed for computer simulation learning.

The experiential learning audit would also include paper presentations and/or lectures in the workshop format and material on the fundamental areas of simulation/ experiential learning plus materials on selecting simulations implementing a simulation in experiential learning approach, an evaluation of simulation and experiential effectiveness.

If conducted in a "faculty development" format this audit would be in itself an experiential learning exercise. The format of this workshop will be an exploration of the audit idea, an assessment of member interest in developing the audit and proposed areas of development.

WORKSHOP OUTLINE

- I. Introduction
- II. The Idea of an ABSEL AUDIT
- III. Audit Consumers
- IV. Audit Components
 - A. Faculty Skills and Attitudes
 - B. Student Attitudes
 - C. Material Resources
 - D. Computer Resources
 - E. Evaluation Issues
- V. Action Planning
- VI. Conclusion