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A BUSINESS LANGUAGE FACULTY DEVELOPMENT
PROGRAM WITH EXPERIENTIAL LEARNING:
FLORIDA INTERNATIONAL UNIVERSITY'S CIBER
PROGRAM IN MADRID-ÁVILA, SPAIN

There are two modes of knowledge: through argument and through experience. Argument brings conclusions and compels us to concede them, but it does not cause certainty nor remove doubts that the mind may rest in truth, unless this is provided by experience.

Roger Bacon

Due largely to the CIBER Centers' commitment to develop foreign language instruction as part of their goals to foster international business, several faculty development programs exist in the United States to help language professors gain expertise in business-language teaching. Typically, these programs encourage faculty to apply business school practices—content (international marketing, for example) and teaching methods (cases, simulations, use of international advertisements, etc.)—to the particular language and culture they teach. The programs take place within the United States, and faculty are from North American universities. The emphasis is, above all, on the learning of business for modern language faculty, and the lecture format tends to dominate. In this article we discuss a program that combines this kind of instruction with experiential learning within a Spanish-speaking country, in this case Spain. We begin with a review of experiential learning theory, followed by suggestions for incorporating all the stages of experiential learning into faculty development programs. We then explain the experiential components of Florida International University's (FIU) Program in Madrid and Ávila, Spain.¹ Finally, we suggest some teaching materials that may be created based upon the program's concrete experiences as well as an entire lesson plan.

¹For more information on the FIU CIBER program in Madrid-Ávila, Spain, please consult the website: www.fiu.edu/~ciber/pdibspain.htm.

REVIEWING EXPERIENTIAL LEARNING

Ever since David Kolb coined the term “experiential learning” in 1976, it has spawned an enormous amount of secondary literature, mostly in the field of education and business, in the attempt to define, explain, and adapt it to different disciplines. As Stephen Brookfield has commented, writers in the field of experiential learning have tended to use the term in two contrasting senses (*Understanding* 16). On the one hand, the term is used to describe the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills, and feelings in an immediate and relevant setting. Experiential learning thus involves a “direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it” (Borzak; quoted in Brookfield, *Adult* 9). This sort of learning might be used to train professionals for social work, teaching, or in field study programs.

The second type of experiential learning is “education that occurs as a direct participation in the events of life” (Houle 221). Here, learning is not sponsored by some formal educational institution but by people themselves. It is learning that is achieved through reflection upon everyday experience.

Traditional learning, in which a faculty member lectures to a silent audience, is often contrasted with such learning-from-experience approaches. But what is experience and how should it be structured to result in the most effective learning environment?

While the philosophical debate over the roles of reason and experience has raged for centuries (Crosby), the idea that both are involved in our coming to know the world has been elaborated in the writings of several progressive educators, including Eduard Lindeman, Mary Parker Follet, and John Dewey (*Experience*). For Dewey, experience was to be used intentionally to develop distinctive qualities from an otherwise indeterminate, immediate, and felt quality of experience. Experience served to help us learn about our world and function more effectively in it. Such thinking has shaped the work of several prominent modern-day theorists of adult learning, including Jack Mezirow and Stephen Brookfield.

Kolb based his theories on the use of concrete experience to test ideas and the use of feedback to change practices and theories (*Experiential* 21–22), thus building on the theories of Dewey to emphasize the developmental nature of the exercise and those of Piaget for an appreciation of cognitive development. He named his model so as to distinguish it from cognitive theories of the learning process and to emphasize the link with Dewey, Lewin, and Piaget

as well as to stress the role experience plays in learning. Kolb's model of experiential learning (Smith, "David A. Kolb") consists of four elements: concrete experience, observation and reflection, the formation of abstract concepts, and testing in new situations and is represented in the "experiential learning circle" (Smith, "Kurt Lewin").

Kolb and Fry argue that learning should be approached as a continuous spiral that can begin at any one of the four points. However, it is suggested that the learning process often begins with a person carrying out a particular action and then seeing the situation-specific effect of the action. Following this, the second step is to understand this effect in the particular instance so that if the same action were taken in the same circumstances it would be possible to anticipate the result or consequence. In this pattern, the third step would be to understand the general principle under which the particular instance falls. Once the general principle is understood, the last step, according to Kolb, is its application through action in a new circumstance within the range of generalization (Smith, "Kurt Lewin").

INCORPORATING EXPERIENTIAL EDUCATION INTO BUSINESS LANGUAGE FACULTY DEVELOPMENT PROGRAMS

Because many language faculty members lack direct business experience, experiential learning within faculty development programs is an ideal way to prepare them as business-language instructors. Many programs do provide interesting, concrete experiences for faculty participants; however, for experiential "learning" to take place, those who plan the program would ideally include activities that allow the participants to work through the four stages of experiential learning—concrete experience, reflective observation, abstract conceptualization, and active experimentation.

By incorporating active reflection after concrete experience, faculty can consider what kind of meaning they attribute to that experience. Often, faculty development programs are tightly scheduled with as many speakers and experiences as possible. Still, taking the time for structured reflection will allow faculty to assimilate and connect those experiences to their own backgrounds and interests. Although it is most often associated with journaling, reflection does not have to be sustained over a long period of time. A brief, timed writing exercise can be very effective, especially if that opportunity recurs frequently throughout the entire program. Guided, versus open-ended, reflection can also be used. For example, program participants might be asked to write for five minutes on a particular question such as: Did

this experience give you any ideas for teaching a particular subject? How could you describe this experience to your students so that it is relevant to them? Did this experience challenge any notions you previously held? Finally, reflection need not be written. In pairs or small groups, faculty can interview each other about their thoughts on the experience.

Engaging faculty in activities that explicitly link their experiences to theoretical issues is also important for faculty-development programming decisions. Commonly, these programs emphasize either experience or theory. Some may incorporate both experience and theory, but with little programming dedicated to bridging them, they may remain somewhat disconnected. Furthermore, guiding learners through the abstract conceptualization stage of experiential learning need not depend entirely on something experienced during the faculty development program. Some participants may have background experiences in business that they can use as the basis for the following stages of the experiential learning process. While a majority of language faculty may not have explicit business experiences to draw upon, many business concepts can be connected to commonly occurring experiences in other contexts. For example, a discussion of cross-cultural teamwork in a business setting can be significantly enhanced by evoking cross-cultural experiences that all language faculty are sure to have experienced in their past—perhaps even committee work within a multi-language department!

Unfortunately, the learning that takes place in a faculty development program may remain confined to a folder tucked away in a filing cabinet if the fourth stage of the experiential learning cycle—active experimentation—is not programmed into the schedule. Those who design the program need not also design specific teaching materials; program participants can take the time to brainstorm and produce teaching materials while still at the conference. The time dedicated to active experimentation can range from extensive (e.g., outline a syllabus; sketch out a lesson plan) to minimal (e.g., write two discussion questions on this topic; jot down a list of vocabulary students might need to talk about this topic). Furthermore, experimentation can move beyond classroom materials into research topics, bibliography searches, or proposal ideas.

Even if a faculty development program has not been designed with the full cycle of experiential learning in mind, individual faculty participants can still integrate Kolb's four stages into their approach to the learning opportunities the program provides. To begin, it is important to recognize the concrete experiences the program offers. That may seem obvious, but

it is easy to overlook something that is not explicitly labeled, or that may at first glance appear inconsequential or even mundane. Meeting fellow participants, interacting during a reception, and conversing at the dinner table are all “experiences” that can illustrate concepts we want our students to learn—professional introductions and greetings, formal versus informal dining etiquette, relationship building and networking. Experiences may be multifaceted as well. For example, if faculty participate in the role-plays of a simulation, that experience not only teaches them about the business concepts broached within the simulation, it also allows them to “experience” the group dynamics (and possible frustrations) that their students might feel, something they can more easily anticipate and adjust for than if they had not experienced it themselves. Finally, by carefully observing or asking about the staff’s efforts to coordinate all moments of the faculty development program—hotel reservations, menu selections, materials production, evaluation surveys, travel arrangements, entertainment options, etc.—just by attending the program, the faculty has “experienced” important and ubiquitous business skills: teamwork, negotiation, image, and event planning.

After recognizing concrete experiences as such, faculty may then incorporate the other stages of experiential learning on their own. Although schedules are often busy, taking the time to reflect on the experiences is important. This can be done informally and in the style that best suits the individual. While some people may like to take notes or keep a diary, even writing a short e-mail about the day’s events may be a form of reflective observation. Documenting the experience with photographs and reviewing them can also lead to reflection. Abstract conceptualization can occur during the program, such as a fast on-line search for further information about concepts or businesses referred to during or after the program, or a trip to the university library to follow up on one or more issues presented. Lastly, faculty development programs are designed and funded with the goal that language faculty teach business and business language most effectively. Active experimentation leads the participants to work toward innovations in teaching, curricular programming, research, and grant writing. It is, however, important to note that this stage—and experiential learning in general—can sometimes be “messy” and uncomfortable: For example, a lesson plan based on an experience may not go over well with students. They may struggle with a case discussion that flowed perfectly in the faculty development program; or the faculty member may stumble with a new teaching technique, such as the case-teaching method. These experiences, too, will lead to further reflection,

abstract conceptualization, experimentation, and experiences, part of the spiral effect that Kolb's model implies.

EXPERIENCING SPANISH BUSINESS IN THE FIU CIBER PROGRAM: VISITING MULTATIONALS IN MADRID

Whereas most business language faculty development programs teach business concepts and leave it to participants to apply them to the language and culture they teach, the FIU CIBER faculty development program places participants directly into the heart of the language and culture of business in Spain. Even though the specifics of the itinerary may change from one year to the next, the basic structure of the program remains the same.

By beginning the program in Madrid, participants are able to visit the multinational businesses and international work settings that have helped drive Spain's impressive economic progress after its integration into the European Union. Recently, participants visited the Spanish utility ENDESA's corporate headquarters, for example, which placed faculty in the context of global energy trading. We happened to arrive at ENDESA's control site for all of Spain the day temperatures across Spain broke heat records. Topics such as global warming (which we could include in our business Spanish lesson plans) became very relevant as we watched the map that tracked soaring temperatures and the resulting power outages across the country. ENDESA executives addressed a wide variety of topics—strategic plans, energy supply and demand, the company's efforts at social responsibility, and specific examples of cross-cultural business misunderstandings. ENDESA employees also provided examples of the language differences experienced in business communication between Spain and Latin America (e.g., “costo” versus “coste”), as well as the cross-cultural differences between ENDESA executives and their Latin American counterparts. For example, noting that *ahora* has a different meaning or cultural sense in Spain than in Latin America, a classroom activity might involve students working through a cross-cultural analysis of *ahora* (“now”) to expose and compare their own cultural assumptions, work habits, and attitudes toward deadlines.

Our visit to Spain's Oficina del Parlamento Europeo happened to coincide with the publication of recent election results in several European countries that were anti-European Union, thus provoking an interesting discussion on workplace morale—a topic of interest to private businesses, nonprofit organizations, and governmental bodies alike. This site visit also allowed a close look at a multilingual and multicultural work environment, something of particular interest to language faculty and students.

A stop at Ciudad Santander, Grupo Banco Santander's new centralized campus just outside Madrid, was a lesson in globalization for its setting alone. Modeled on Microsoft's central campus, Banco Santander has built a gated, self-sufficient "city" for its employees, complete with shopping, drycleaning, exercise, and entertainment services. We participated in several typical business events that form the basis of Business Spanish course materials—site tours, business presentations, a business lunch—as well as more unique experiences, such as stepping onto the Bank's central trading floor and interacting with student interns.

USING EXPERIENTIAL LEARNING TO CREATE COURSE MATERIALS

Annie Abbott and Darcy Lear, Spanish faculty at the University of Illinois, Urbana-Champaign, participated in the faculty development program at the same time that they were preparing a new course: "Spanish and Entrepreneurship: Languages, Cultures, and Communities." By following each stage of experiential learning, they developed course materials based on their experiences in the FIU CIBER program. In fact, even though corporate responsibility was never explicitly addressed during the site visit at Banco Santander, they eventually wrote an entire lesson plan on corporate responsibility and Banco Santander for their course at the University of Illinois (see Appendix for full lesson plan). The following section describes how Abbott and Lear worked through each stage in Kolb's model.

CONCRETE EXPERIENCE. Along with the other program participants, Abbott and Lear attended two formal business presentations during their visit at Banco Santander, both of which introduced them to web-based activities supported by Banco Santander's nonprofit foundation: Biblioteca Virtual Miguel de Cervantes and Universia. In addition to learning about the work behind the well-known website www.cervantesvirtual.com, Universia's Director explained the project behind www.universia.net. This web portal may be less well known in the US, but Universia claims to be "... the largest network of university cooperations in the world. The network consists of 985 participating universities, which represent 9,320,000 students ... [and] ... Latin America, Spain and Portugal through the participation of 11 different countries: Argentina, Brazil, Chile, Colombia, Spain, Mexico, Peru, Puerto Rico, Uruguay and Venezuela" ("About Us," screen 5). The Director informed them of the project's origins, activities, successes, and plans for the future. All faculty participants received several of Universia's publications, including their 2004 annual report.

REFLECTIVE OBSERVATION. Although all the faculty participants had the same experience, not all assimilated it in the same way. Because the course Abbott and Lear were developing for the University of Illinois focused on Spanish and social entrepreneurship, they were especially interested in nonprofit organizations. They recognized that Banco Santander's foundation and its Universia project could serve as a surprising example of social entrepreneurship for their students in several ways. While some may initially think of nonprofits as small entities that function with a lot of heart, but little sophisticated business know-how, Universia would provide an example of a Spanish nonprofit organization linked to a huge multinational financial institution. Likewise, Universia's most visible function is as a sophisticated web portal with transatlantic links. As such, it lacks the hands-on contact with clients often associated with social entrepreneurship, but provides an alternative, on-line model. Finally, they felt that their students would be drawn into Universia's website because they are university students themselves who are curious about their peers in Spanish-speaking countries. By identifying with Universia's clients, Abbott and Lear hoped to revise students' notion of the clientele and social entrepreneurship of nonprofits as serving only the lowest socioeconomic class. Therefore, through reflective observation, Abbot and Lear were able relate their experience at Banco Santander to their own course-development goals.

ABSTRACT CONCEPTUALIZATION. To teach the theories of social entrepreneurship to their students, Abbott and Lear had decided to use *Enterprising Nonprofits* (Dees et al.) as their course textbook. Their concrete experiences during the CIBER faculty development program in Madrid-Ávila gave them the knowledge to ground those theories in specific examples. *Enterprising Nonprofits* emphasizes that clear, honest and reciprocal communication is the foundation of corporate accountability and responsibility. Therefore, instead of using Universia as simply a broad example of social entrepreneurship, Abbot and Lear decided to base their discussion of corporate accountability on the tangible example of Universia's published annual report that participants received while at Banco Santander. Through abstract conceptualization, they derived a narrower and deeper understanding about what their visit to Banco Santander was "about" in terms of their own course development. Their hope was to provide the same opportunity to their students by rooting their ideas about ethics and accountability in a concrete example from the Spanish-speaking world.

ACTIVE EXPERIMENTATION. Working through the cycle of experiential learning as outlined by Kolb is more complex than the four stages would imply. The stages do not necessarily follow a simple linear progression, and one stage does not necessarily occur immediately after the previous one. Several months passed before Abbott and Lear began to experiment actively with their ideas about nonprofit accountability, Universia, annual reports, and “Spanish and Entrepreneurship.” Their lesson plan entitled “¿Es Universia una empresa responsable?” (see Appendix) was the outcome of that experimentation. Furthermore, they designed the lesson plan to mimic their own experiential learning process in this area via a lesson plan that leads students through Kolb’s four stages. First, the previous week’s homework required students to visit www.universia.net and explore it for at least 15 minutes (concrete experience). The lesson plan then builds on that concrete experience that all students share. Working in groups, the first activity (Activity A. “¿Qué sabemos de lo que hacen?”) asks students to reflect actively on their experience of having explored Universia’s website (reflective observation). Subsequent activities then ask students to interact with Universia’s annual report in order to be able to expand their conceptualization of Universia as an enterprise, not “just” as a website (abstract conceptualization). Finally, Activity C pushes students to experiment further with the idea of a website as a nonprofit enterprise by asking them to apply the theory of organizational accountability to the specific case of Universia (active experimentation).

VISITING SPANISH *PYMES*, OR SMALL AND MIDDLE-SIZED BUSINESSES, IN ÁVILA

Abbott and Lear’s lesson plan is just one example of the teaching materials that can result from a thorough approach to experiential learning. We now examine the concrete experiences all faculty participants had in Ávila, where experiential learning was complemented by traditional learning methods. In contrast to the site visits in Madrid, the visits in Ávila and the surrounding area took participants inside small family businesses within a struggling regional economy. In Ávila, we attended several lectures about the economy of Spain and its relationship to the European Union, the economy of the region of Castile where we would be located, the role of Chambers of Commerce and banks in the Spanish business world, and an analysis of the differences between Spanish for business in Latin America and Spain. These traditional learning experiences were imparted by full-time economists and business professors from various prestigious Spanish universities, including lectures

from a representative of the Spanish Academy of the Language who had worked on some of the specialized business dictionaries they were publishing. These lectures did not stand alone, however. They contextualized what we were able to observe during visits to three small family-run companies: a ham and sausage factory located between Ávila and Salamanca which produced the famous Pata Negra (black foot) ham; a cheese factory in the Gredo mountain range near Ávila; and a wine company located between Ávila and Madrid.

In each case, our experiences led to greater knowledge about the cultural and language aspects of our courses in Spanish for Business that we were going to teach in the US. At the ham and sausage factory, we talked to two generations of the family and found vast differences in their attitudes toward running a business and toward social and political change. The cheese factory produced special award-winning goat cheeses. The owner showed us the prizes his cheeses had won and told us how they were like the famous French goat cheeses. The wine factory specialized in lower cost wine and had diversified into the water-bottling business.

All three of the small companies were examples of niche marketing for specialized food products. The Black Foot ham was famous worldwide but, at the time of our visit, it could not be exported to the United States because of US regulations. Nonetheless, the owner told us that he could barely keep up with the demand for his ham in Spain and he was not even interested in exporting. The cheese factory had been founded by its owner when he retired from a government job and wanted to set up a business for his children, thus underlining the high unemployment that had existed in Spain until recently among young adults. He had researched the chemistry of making cheeses and developed award-winning products as a result. The wine factory was famous for its sweet dessert wine called La Perlada, but the owners were trying to position some of their other wines so as to improve their reputation.

Because we directly experienced these small businesses—following their complete production lines—and interacted with the business owners, we now have a store of knowledge to use as we continue to develop more course materials. Language faculty do, of course, read business textbooks, find cases written about the companies in the countries they teach, and attend lectures about particular business topics. However, the immediacy of experiential learning allows faculty to impart greater detail to their students. In the following sections we list just some of the teaching topics that can grow out of the concrete experiences during the Ávila portion of the program.

MARKETING. After presenting the three businesses to the students, we could then ask them to do on-line research and analyze the marketing possibilities for each one. Students could also compare and contrast how to market these products most effectively to a national market versus an international market. On the other hand, students might attempt to merge the marketing, delivery and retail sales of all three products—ham, cheese, and wine—to discover any natural synergies between these separate companies.

AGRIBUSINESS. Given the importance of Spanish in US agriculture, Spanish departments are beginning to develop courses specifically for agriculture students. All three businesses that we visited in Ávila and nearby could be presented within that context. Simply based on what we saw, touched, tasted, and smelled on our site visits, we could design activities that ask students to tackle issues of quality control, special animal feed needs (pata negra jam comes from pigs raised on acorns), food shipping and distribution, pricing, and cultural differences in agricultural production and consumption practices.

ENTREPRENEURSHIP AND FAMILY BUSINESSES. Entrepreneurship is also a growing academic field and a constant practice in the US. Based on our conversations and observations with these companies, we could design tasks for students to explore the advantages and disadvantages of starting one's own company or working with family members. Managing company growth, intergenerational differences, partnerships with extended versus nuclear family members, and cultural expectations within a family business are all topics that could be analyzed based on concrete examples from our visits to these companies.

As should be clear from the previous examples, having a concrete experience is not enough. Only after working through the other stages in Kolb's model will the faculty participant arrive at the final goal—creating effective business language teaching materials. Therefore, we suggest that the explicit incorporation of the four stages of experiential learning in faculty development programs can enhance faculty learning outcomes and increase faculty confidence as they teach a course for which their language studies may not have fully prepared them. Finally, faculty may also begin to consider business language as a complement, not a contradiction, to their literature and/or linguistics background.

APPENDIX

CAPÍTULO 5: EL EMPRENDEDOR SOCIAL RESPONSABLE

¿Es Universia una empresa responsable?

Ann Abbott y Darcy Lear

- A. ¿Qué sabemos de lo que hacen?**
- B. ¿Qué sabemos de lo que han hecho?**
- C. ¿Qué sabemos de lo que van a hacer?**
- D. ¿Qué sabemos de la reacción de la comunidad?**

A. ¿Qué sabemos de lo que hacen?

Paso 1. Para el último ejercicio en Compass tuvieron que explorar el portal *universia.net*. Ahora, en grupos de tres o cuatro, hablen de lo que les gustó y/o lo que no les gustó en el portal.

Nos gustó...	No nos gustó...

Paso 2. Entre todos, comparen sus respuestas al Paso 1. Luego decidan qué frase expresa mejor la opinión de la mayoría. ¿Por qué?

Universia.net es un portal muy útil e interesante para los estudiantes de los países hispanos y también para los estudiantes de español en otros países.

Universia.net es un portal muy útil e interesante sólo para los estudiantes de los países hispanos.

Universia.net no es un portal muy útil ni interesante.

Otro: _____

B. ¿Qué sabemos de lo que han hecho?

Paso 1. En parejas, lean las estadísticas presentadas en el Informe 2004 de Universia (“Nuestro proyecto en cifras” en el apéndice). ¿A qué conclusiones les llevan estas cifras?

Concluimos que...
1.
2.
3.

Paso 2. Lean todos la misión empresarial de Universia (en el apéndice).

Paso 3. Van a trabajar en parejas, y cada pareja va a estudiar **un** país socio de Universia. Los países socios son:

1. Argentina
2. Colombia
3. Chile
4. México
5. Perú
6. Portugal
7. Brasil
8. Venezuela
9. Puerto Rico

❶ Solamente una de las dos personas (“estudiante 1”) va a leer sobre las actividades de **un** país socio de Universia (la información está en el apéndice).

❷ Mientras “estudiante 1” está leyendo, la otra persona (“estudiante 2”) tiene que pensar en la misión de Universia y formular tres preguntas que le hará al compañero/la compañera para saber si las actividades de Universia en el país miembro corresponden con esa misión.

1. _____

2. _____

3. _____

❸ Ahora, “estudiante 1” le hace las preguntas a “estudiante 2.” Apunten las respuestas.

1. _____

2. _____

3. _____

❹ Completen estas frases.

¿Universia _____(país) cumple con la misión de Universia?

Sí, porque _____.

No, porque _____.

C. ¿Qué sabemos de lo que van a hacer?

Paso 1. Después de haber pasado por una primera fase de catalogar contenidos (es decir, información) y crear estándares, ahora Universia España está creando nuevos y mejores contenidos y servicios para los usuarios. Para ver si este nuevo paso ha tenido éxito, en parejas lean los datos presentados en “La difusión de nuestros contenidos” (pp. 24–25, apéndice) ¿A qué conclusiones les llevan estos datos?

Concluimos que...
1.
2.
3.

Paso 2. Cada persona leerá la información sobre un contenido nuevo en Universia. Levántense todos, presenten el contenido a tres personas y apunten sus reacciones. Los nuevos contenidos son:

Funversión

Forum 2004

Certicap

Becas Universia

Preuniversia

Universia Internacional

Mujeres Universia

Oposiciones Universia

Agenda Universia

Solidaridad

Weblogs Universia

Empleo Universia

Crónica Universia

El nuevo contenido: _____		
Estudiante	¿Lo usaría?	Explica:
1.	<input type="checkbox"/> Sí <input type="checkbox"/> No	
2.	<input type="checkbox"/> Sí <input type="checkbox"/> No	
3.	<input type="checkbox"/> Sí <input type="checkbox"/> No	

Paso 3. Presenten sus respuestas a los de la clase y luego completen la tabla.

Según nosotros, los contenidos que tendrán más éxito son...	Según nosotros, los contenidos que tendrán menos éxito son...

D. ¿Qué sabemos de la reacción de la comunidad?

Paso 1. ¿Qué tipo de información incluye este informe anual de Universia para indicar la reacción de la(s) comunidad(es) a las que sirven? Marquen los que encuentren.

- Testimonios de los usuarios estudiantes.
- Testimonios de los usuarios docentes.
- Testimonios de los usuarios no-estudiantes.
- Quejas frecuentes de los usuarios.
- Sugerencias recibidas de los usuarios.
- Las minutas de las reuniones con los usuarios.
- Los miembros usuarios en el *Board*.
- Estadísticas de uso.
- Más:

Paso 2. Nuestro libro de texto enfatiza que la comunicación entre la organización social y los otros debe ser mucho más que un mero informe anual y que la organización debería comprometerse a un esfuerzo verdadero de construir una conexión con los diferentes grupos a los que sirvan (115–16). Trabajando en grupos de tres o cuatro, piensen en cómo Universia podría crear esas conexiones con todos los grupos involucrados en sus esfuerzos y apunten sus ideas.

Paso 3. Para concluir, ¿les parece que Universia es una organización responsable? ¿Por qué?

- Sí, mucho.
- Sí, bastante.
- Un poco.
- No mucho.

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