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Library strategies to support experiential learning courses in business schools

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Library Strategies to Support Experiential Learning Courses in Business School

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BLC Forum | June 5, 2025

Agenda

- ◆ Introduction and evolution of experiential learning at BU
- ◆ Confirmation and inspiration from library literature
- ◆ Support strategies
- ◆ Graduate classes
- ◆ Undergraduate and extracurricular opportunities
- ◆ Future plans
- ◆ Resources

Evolution of Experiential Learning @BU

- ◆ Association to Advance Collegiate Schools of Business (AACSB) Requirements for experiential learning courses in business schools across the U.S.
- ◆ Increase of experiential learning courses at Questrom School of Business
- ◆ Questrom undergraduate and graduate courses and opportunities

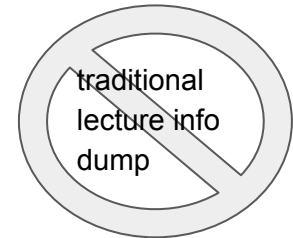
Confirmation and Inspiration in ELT and Library Literature

Kolb, David A. 2014. *Experiential Learning: Experience as the Source of Learning and Development (2nd Ed.)* Upper Saddle River, NJ: Pearson FT Press.

- [Institute for Experiential Learning](#)
- Prof of Organizational Behavior at Weatherhead School of Mgmt., Case Western Univ.
- Foundational experiential learning theorist predecessors: William James, Kurt Lewin, John Dewey, Jean Piaget, Lev Vygotsky, Carl Jung, Carl Rogers, Paulo Freire, and Mary Parker Follett

Common elements of ELT and an innovative perspective

- Learn. Experience. Reflect. Synthesize. Act. Iterate
- New perspective >> Flipped model -- Experience is initial step where learning begins
- Experience. Think. Reflect. Act. Iterate.



Insights from library literature

- Opdahl, Judy. 2023. "Transitioning an Embedded Capstone Course to a New Librarian," *Journal of business & finance librarianship* 28, 28 (1): 48–67. <https://doi.org/10.1080/08963568.2022.2137975>.
- Opdahl, Judy. 2024. "Embedded Information Literacy Interventions in an Experiential Business Learning Capstone," *The Journal of Academic Librarianship* 50, 50 (2): 102860. <https://doi.org/10.1016/j.acalib.2024.102860>.
- Cullen, Ann, and Patrick S Noonan. 2021. "Who Owns and Cares about the Data? A Method for Identifying and Gathering Information for Business Research Investigations," *Business information review*, 38 (1): 21–27. <https://doi.org/10.1177/0266382120984725>.

Support Strategies

- ◆ Course-specific library class instruction and research guide
 - SM323 New Product/New Service Development
 - MG737 Action Learning Capstone course
 - MK854 Brand Management
- ◆ Tailored instruction appointments for whole teams
 - Team appointment schedule
- ◆ Team or individual follow-up appointments

Graduate Classes - Action Learning

- ◆ Action Learning - Working with real clients to solve complex business issues

- ◆ [MG737](#): Action Learning Capstone course

- ◆ Elective Coursework in MBA degree program
 - [MK854](#): Brand Management

- ◆ Masters in Management (MiM) Program - [MS764](#): Insights and Analytics Client

Graduate Classes - “Simulation” Projects

- ◆ Simulation: Complex scenarios created by faculty to simulate real world business challenges
- ◆ Elective Coursework in MBA degree program
 - [SI830](#): Corporate Strategies for Growth
 - [SI849](#): Corporate Sustainability Strategy
 - [HM817](#): Digital Health
- ◆ [MBA Integrated Project](#)
- ◆ [SI750/751](#): Competition, Innovation and Strategy

Undergraduate Classes/Extracurricular Opportunities

- ◆ [Core](#) >> Semester-long simulation; student teams create a business plan for a new product or service.
- ◆ [Global Mgmt. Experience](#) courses (grad/UG) >> Immersive business cultural experience; spring break visit to the country being studied; interactions with professionals in their work environments.
- ◆ [Case Competitions](#) (grad/UG) >> Extracurricular competitions solving challenging business issues.
- ◆ IDG Capital Student Innovation Center - [Innovate@BU](#) >> Student from across campus create innovative products/services through general or social impact tracks; pitch competitions & prize money.

- [Entrepreneurship & Innovation guide](#)

Future Plans

- ◆ Help experiential learning students fill information gaps
 - Premium content within the library databases
 - Reputable sources that exist on the web

- ◆ Research Guidelines document.
 - Dorice's Entrepreneurship research worksheet
 - Opdahl's Research Plan
 - Cullen & Noonan's frameworks

Future Plans

Create [Research Guidelines](#) linked to appropriate guide pages



Research Guidelines

[Class Name/Number]

Team # _____

Team member names w/email: _____

Company partner: _____

Problem you are solving for your company: _____

Where will you look for company research?

Check out these pages on the [Company Information guide](#).

- [Trade journals & business articles](#):
- [Company Reports](#):
- [Financials](#): on the Company Information guide and more resources on the [Company Annual and Financial Reports guide](#).
- Your company's website: _____



Where will you look for industry information?

Check out these pages from our research guides:

- [Industry Reports](#) (on the [Industry Information Resources guide](#)):
- [Trade News and Associations](#) (on the Industry Information Resources guide):
- [Industry Associations guide](#):
- [Consulting Firms](#) (on the [Entrepreneurship & Innovation guide](#)):

Where will you look for marketing information?

Check out these pages on the [Marketing guide](#):

- [Find Articles and News](#):
- [Consumer Demographics](#):
- [Product and Brand information](#):

Do you have information gaps?

Thinking about what type and who would create it, where will you seek this information beyond the library databases?

Future Plans

Incorporate data framework into our Research Guidelines

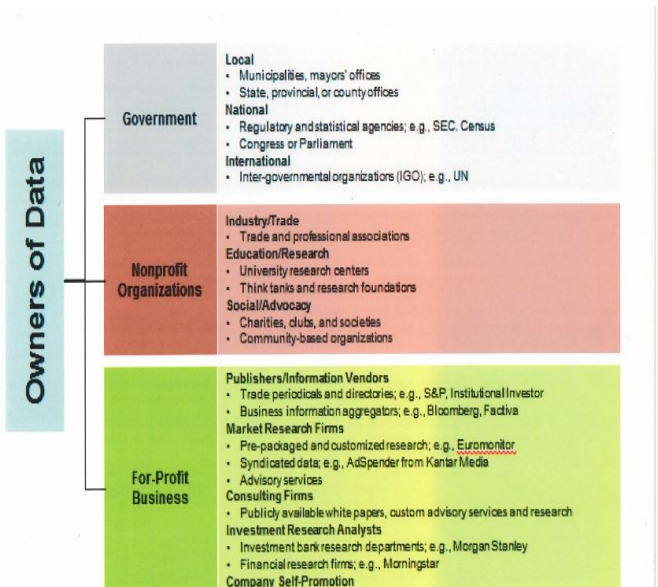


Table 1. Motivations of three types of information owners.

	Motivations	Key Customers
Government	<ul style="list-style-type: none"> Regulatory obligations Informing citizens Promoting trade, development and economic stability 	<ul style="list-style-type: none"> Citizens Regulated targets Elected officials Member nations
Nonprofit Organizations	<ul style="list-style-type: none"> Promote mission Gain members 	<ul style="list-style-type: none"> Members Advocacy targets Donors
For-Profit Business	<ul style="list-style-type: none"> Profit Creating future opportunities Developing business partners 	<ul style="list-style-type: none"> People and organizations willing to pay

Resources

- Bartholomew, Taryn, and Jennifer Irwin. 2020. "Library as Client and Business Students as Consultants: A Collaborative Effort in Experiential Learning," *New Review of Academic Librarianship* 26, 26 (2–4): 353–64. <https://doi.org/https://doi.org/10.1080/13614533.2020.1773877>.
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- Spackman, Andy. 2016. "Client-Based Experiential Learning and the Librarian: Information Literacy for the Real World," *Journal of Business & Finance Librarianship* 21, 21 (3–4): 258–73. <https://doi.org/http://dx.doi.org/10.1080/08963568.2016.126616>.
- York, Amy, Christy Groves, and William Black. 2010. "Enriching the Academic Experience: The Library and Experiential Learning," *Collaborative Librarianship* 2, 2 (4).



Questions?

Thank you!

Please feel free to reach out with questions, comments, or to continue the conversation.

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Presentation link: bit.ly/3ZgVNwx

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