Experiential learning in online education: an exercise in resistance to change

Aprendizaje experiencial en educación en línea: un ejercicio de resistencia al cambio

Amal Elasri-Ejjaberi[1], Eva Rimbau-Gilabert[1]

[1] Universitat Oberta de Catalunya, Spain

aelasri@uoc.edu , erimbau@uoc.edu

ABSTRACT. Experiential learning in online education has gained significant attention. This study explores the application of experiential learning theory in an asynchronous online teaching environment, focusing on a workshop designed to simulate an organisational restructuring and help students experience resistance to change. The workshop, conducted in an online MBA Change Management course, was adapted from face-to-face to asynchronous delivery using common virtual campus tools. A mixed methods approach combined student reflections and pre/post-workshop surveys. Results revealed students successfully navigated all stages of experiential learning and revised their prior ideas on change resistance in professional settings. The study highlights the potential of asynchronous experiential learning to enhance the understanding and application of theoretical concepts in change management. Notably, successful implementation requires detailed planning but not necessarily advanced technology, making it viable for institutions with limited resources.

RESUMEN. El aprendizaje experiencial en la educación en línea ha ido ganando considerable atención. Este estudio explora la aplicación de la teoría del aprendizaje experiencial en un entorno de enseñanza asíncrona, centrándose en un taller diseñado para simular una reestructuración organizacional y ayudar a los estudiantes a experimentar la resistencia al cambio. El taller, realizado en un curso de Gestión del Cambio de un MBA en línea, se adaptó de un formato presencial a uno asíncrono utilizando herramientas comunes de campus virtual. Se empleó un enfoque de métodos mixtos que combinó reflexiones de los estudiantes y encuestas antes y después del taller. Los resultados muestran que los estudiantes completaron todas las etapas del aprendizaje experiencial y revisaron sus ideas previas sobre la resistencia al cambio. El estudio destaca el potencial del aprendizaje experiencial asíncrono, señalando que su implementación exitosa requiere una planificación detallada pero no necesariamente tecnología avanzada.

KEYWORDS: Experiential learning, Asynchronous learning, Online education, Higher education, Management education.

PALABRAS CLAVE: Aprendizaje experiencial, Educación asíncrona, Educación en línea, Educación superior, Educación en gestión.

1. Introduction

The COVID-19 pandemic forced educators worldwide to transition their face-to-face teaching activities to an online format, necessitating a rethinking of traditional teaching strategies (United Nations, 2020). This unprecedented shift compelled educators to swiftly adapt, often replicating the synchronicity of face-to-face classes via videoconferencing (Freire & Rodriguez, 2022). While effective in maintaining real-time interaction, this approach underutilises online education's inherent flexibility and potential to support asynchronous learning. Asynchronous learning allows participants to engage in the teaching-learning process at their convenience, accommodating students' and teachers' diverse personal, educational, and professional roles.

Despite its advantages, asynchronous learning environments present unique challenges for educators (Turnbull, Chugh & Luck, 2021). The lack of immediate feedback and two-way communication can make it difficult to gauge student engagement and understanding, posing significant hurdles to providing timely support and fostering a sense of community. Additionally, effective course design and the creation of active learning opportunities are crucial for ensuring student success and satisfaction in asynchronous settings. Unlike synchronous environments, where experiential activities can be dynamically adjusted in real-time, asynchronous delivery requires meticulous planning and thoughtful selection of technological tools to replicate the interactive and immersive nature of face-to-face experiences.

This article addresses these challenges by presenting an innovative adaptation of a classroom activity designed for synchronous, physical settings to an asynchronous online format. The activity, initially developed by Bridgman (2020), simulates organisational restructuring to help students experience and reflect on resistance to change. In the traditional in-person activity, students physically repositioned themselves under the teacher's direction, providing a tangible sense of movement and change. Our adaptation aimed to maintain the integrity of the experiential learning cycle while modifying the activity to fit an asynchronous online context, thereby altering students' attitudes towards resistance to change.

Central to our approach is using commonly available tools on virtual campuses, such as forums, discussion boards, microblogs, and collaborative platforms like Google Slides and video-sharing services. These tools were selected to support the experiential learning cycle and provide diverse interaction modes that mirror the physical classroom experience. By leveraging these tools, we created a structured yet flexible framework that facilitates experiential learning through asynchronous engagement. This methodology is not only accessible and cost-effective but also scalable across various educational levels, making it suitable for both undergraduate and graduate courses.

The article is structured as follows: Initially, it introduces the concept of experiential learning within the realm of online, asynchronous education, highlighting its theoretical underpinnings and practical implications. Subsequently, it outlines the methodological approach to adapting the learning experience, providing a detailed description of the activity and its implementation. Following this, the methods used to evaluate the learning experience are discussed, along with the results obtained, offering insights into student engagement and learning outcomes. Finally, the discussion and conclusion synthesise the key findings, addressing the broader implications for educators and institutions aiming to integrate asynchronous experiential activities into their curricula. Through this comprehensive exploration, the article contributes to the ongoing discourse on enhancing online education and underscores the potential of asynchronous learning to foster meaningful and impactful educational experiences.

2. Literature review

2.1. Experiential learning

Experiential learning, as conceived by Kolb (1984), emphasises the central role of experience in learning. This pedagogical model posits a cyclical process of learning where individuals engage in a continuous loop of 1) concrete experience –the students engage in new experiences; 2) reflective observation –they reflect on and

observe those experiences from various perspectives; 3) abstract conceptualisation –they create concepts from which to draw new implications and theories that can be developed, and 4) active experimentation –they apply the steps derived from the implications and theories to experimentation.

Research suggests experiential learning can enhance soft skill development, especially in universities (Hoi & Chung, 2020; Jonathan & Laik, 2021). In the particular case of business education, experiential learning bridges the gap between theoretical knowledge and practical application (Yorio & Ye, 2012). For example, Naufalin et al. (2016) found that an experiential learning model improved students' soft skills in entrepreneurship, particularly confidence. This approach provides a robust framework for students to develop critical thinking and problem-solving skills, as well as a deeper understanding of the material. Given its benefits, some researchers have even postulated experiential learning as the "new normal" for post-pandemic education (Swennen, 2020).

With the shift to online learning, particularly accelerated by the COVID-19 pandemic, educators have been exploring innovative strategies to enhance student engagement and learning. This transition has underscored the growing significance of experiential e-learning, where experiential learning principles are seamlessly integrated into online educational settings to emphasise practical and professional experiences within digital environments (Baasanjav, 2013; Carver et al., 2007; Colombari et al., 2021). As highlighted by Vecchiarini et al. (2023) in their research on entrepreneurship education, the pandemic prompted educators to adeptly adapt experiential learning methodologies for online education, showcasing the evolving landscape of experiential e-learning in response to contemporary challenges and opportunities. This adaptation underscores the increasing relevance and versatility of experiential e-learning in fostering immersive and impactful learning experiences in the digital age.

2.2. Asynchronous experiential elearning

Asynchronous learning allows students to access materials and engage in learning activities at their own pace, providing flexibility and accommodating individual schedules (Kayalar, 2021). This learning mode, free from the constraints of time and place, enhances student-centred control over the learning process (Hrastinski, 2008). Adapting experiential learning activities for asynchronous online environments requires innovative instructional designs to ensure meaningful engagement and learning.

One of the primary benefits of asynchronous experiential e-learning is its ability to foster deeper understanding and retention of material (Bahiyah, 2023; Hrastinski, 2008). Allowing students to engage with course materials at their own pace, asynchronous experiential e-learning can help reduce the cognitive overload often accompanying traditional classroom settings (Baasanjav, 2013). This, in turn, can lead to improved learning outcomes and increased student satisfaction (Kayalar, 2021).

Asynchronous experiential e-learning can be particularly beneficial for students with limited access to traditional experiential learning opportunities due to geographical or financial constraints (Marble, Fulcher & Toman, 2016). By providing online access to simulations, case studies, and other interactive learning activities, asynchronous experiential e-learning can help bridge the gap between theory and practice, even for students who may not have the opportunity to engage in face-to-face internships or field experiences.

Moreover, the potential for learner isolation, a common issue in online learning environments, can be mitigated using asynchronous communication tools. These tools enable students to engage in discussions, share ideas, and collaborate with peers, thereby fostering a sense of community and belonging. This, in turn, can significantly enhance the experiential learning experience by providing students with a supportive and interactive environment that encourages active participation and engagement (Baasanjav, 2013).

However, implementing asynchronous experiential e-learning has its challenges. One significant challenge is the need for instructors to develop innovative instructional designs or effectively translate experiential

learning activities to asynchronous online environments (Carver et al., 2007). Designing engaging asynchronous learning experiences requires a shift in pedagogical approaches and a deep understanding of how students learn in online settings (Hrastinski, 2008). Instructors must carefully consider how to create a sense of presence, foster collaboration, and provide timely feedback without face-to-face interactions.

Adapting experiential learning activities, often designed for in-person settings, to asynchronous online environments can be particularly challenging. Instructors must find ways to replicate the immersive and interactive nature of experiential learning while adapting to the constraints of asynchronous communication. This may involve breaking down complex activities into smaller, more manageable tasks, providing clear instructions and guidelines, and incorporating multimedia elements to enhance engagement (Kayalar, 2021).

In addition to the challenges instructors face, students may encounter difficulties adapting to asynchronous experiential e-learning. Some students may need help with self-regulation and time management in the absence of scheduled class meetings, leading to procrastination or disengagement (Ma et al., 2022). Thus, instructors must provide clear expectations, deadlines, and support structures to help students navigate the asynchronous learning environment effectively.

Despite these challenges, the potential benefits of asynchronous experiential e-learning make it a promising area for further research and development. By addressing the instructional design challenges and providing adequate support for both instructors and students, educators can create engaging and effective asynchronous experiential e-learning experiences that foster deep learning and skill development (Yorio & Ye, 2012).

This article contributes to the literature on experiential learning in asynchronous online settings by presenting a detailed case study of an adapted experiential activity. The study's findings provide insights into the effective design and implementation of such activities, demonstrating their potential to achieve significant educational outcomes.

3. Methodology

3.1. The case study: an experiential workshop in change management

The activity occurred as part of the Change Management course in an Executive MBA in a 100% eLearning format, taught at the Universitat Oberta de Catalunya (Spain), a fully virtual university. The class consisted of 24 students.

The exercise presented here is an adaptation of Bridgman's (2020) in-person classroom activity, which simulated an organisational restructuring process. In the original activity, students physically rearranged themselves in the classroom under the teacher's direction. Our primary goal was to replicate this effect in an asynchronous online setting, immersing students in a dynamic situation that would provoke resistance to change. This resistance would then be used as a basis for reflecting and modifying their beliefs about resistance to change.

Experiential learning is crucial to understanding resistance to change in a change management course because it allows students to experience and engage with the taught concepts and principles directly. Through experiential exercises, students can better understand the complexities and challenges involved in managing change, including the barriers and obstacles that can hinder successful implementation (Lewis & Grosser, 2012). This hands-on approach enables students to develop practical knowledge and skills that can be applied in real-world settings, enhancing their ability to manage change and overcome resistance effectively.

The activity lasted one week and was structured as an asynchronous workshop centred on a change management case. To generate resistance, students were required to repeatedly change the communication tools used within a case study that formed part of the course assessment. Students had to present similar

information using various virtual classroom tools: Forum, Discussion Board, Microblog, Google Slides, and Video. These tool changes were introduced sequentially until sufficient resistance was observed or a maximum of five changes had been implemented.

Alongside this activity, students analysed their beliefs about resistance to change. They were asked to maintain a learning journal accessible to peers and faculty. This journal served two purposes: it allowed students to reflect on their learning process, deepening their self-awareness, and it acted as an internal monitoring tool for faculty to gauge student reactions to the changes requested.

The sequencing of the workshop is shown in Table 1.

Day	Tool	Description	Phase of the experiential learning cycle
3 days before the workshop	Classroom board	Students were informed about the workshop and its participation requirements, including daily classroom connection.	
1	Questionnaire	Students answered a questionnaire on personal and professional beliefs about resistance to change.	
1	Forum tool	Students answered questions about the case study using the Forum tool in the virtual classroom.	Concrete experience
1 to 6	Individual documents in Google Drive, shared with the instructor	Students wrote about their feelings and thoughts in their learning journals as the workshop progressed. They also had to reflect on their peers' contributions to the case study.	Reflective observation
2	Discussion board	Students answered the same questions about the case on the virtual classroom discussion board.	Concrete experience
3	Microblog	Students answered the same questions about the case using the Microblog tool in the virtual classroom, which only allows texts of a maximum of 125 characters.	Concrete experience
4	Shared slides tool	Students responded to the same questions via a slide in the Google Slides tool. The justification given was that the 125-character limit was insufficient for reflection.	Concrete experience
5	Video sharing tool	Students recorded a video about the case study activity through the Video tool in the virtual classroom. They were informed it was time to move to the second phase of the workshop and that their video contributions were crucial.	Concrete experience
6	Classroom board Classroom forum	Students were informed that the continuous tool changes were intentional to make them experience resistance to change. They shared what they had learned with the group and applied these insights to the case study.	Abstract conceptualisation Active experimentation
7 Debriefing and workshop closure	Videoconference tool	In a synchronous session, the rationale of the experiential workshop was explained, and a guiding solution to the business case was offered. Students again answered the questionnaire about their beliefs on resistance to change.	

Table 1. Sequence of the change management workshop and correspondence with the phases of the experiential learning cycle.
Source: Self-made.

3.2. Data collection procedures

The workshop's impact on students was assessed using a mixed approach. On the one hand, a qualitative approach was adopted to analyse their reflections in the classroom forum, verify whether they had progressed through the experiential learning cycle and understand their experiences of resistance to change (see Table 2). A total of 24 reflexive essays were collected.

Reflective essay questions	Experiential learning dimension
How did you feel and why?	Concrete experience
What would you have wanted to say and didn't say? Why didn't you say it?	Reflective observation
What do you think was the main objective of the activity? What have you learned from this activity that you can put into practice in your professional future?	Abstract conceptualisation
Concerning the practical case and the experience you have had these days, what would you do to foresee, reduce, and manage these resistances?	Active experimentation

Table 2. Reflective essay questions and experiential learning dimension. Source: Self-made.

On the other hand, a quantitative approach was used to assess whether the participants' attitudes towards resistance to change had changed with the workshop by comparing pre- and post-workshop questionnaire responses.

The questionnaire was based on Oreg's (2003) scale, which measures an individual's inclination to resist changes. The scale includes four dimensions, to which we added a fifth. Oreg's original questions were adapted to refer to the learner's beliefs about workers' resistance to change rather than to their own readiness to change. For example, the item "I'd rather be bored than surprised" was adapted as "People would rather be bored than surprised".

The four adapted dimensions were as follows:

• Routine seeking: Beliefs about the extent to which people enjoy and seek out stable and routine environments (e.g., "People would rather be bored than surprised")
• Emotional reaction: Beliefs about the extent to which individuals feel stressed and uncomfortable in response to imposed change (e.g., "When people are informed of a change of plans, they tense up a bit.").
• Short-term focus: Beliefs about the degree to which individuals are preoccupied with the short-term inconveniences versus the potential long-term benefits of the change (e.g., "Changing plans seems like a real hassle to people").
• Cognitive rigidity: Beliefs about stubbornness and an unwillingness to consider alternative ideas and perspectives (e.g., "People don't change my mind easily").

Additionally, we included a fifth dimension -Resistance seen as detrimental- to measure whether students perceive employee resistance to change as detrimental to the organisation (e.g., "The company must fight employees' resistance to change").

The class comprised 24 students, 39% women and 61% men, from various countries, including Spain, Switzerland, Germany, the United Kingdom, Zambia, Costa Rica, Colombia, and Ecuador. Half of the students had between 10 and 20 years of work experience. 89% reported having led or were currently leading a team, and 72% had managed organisational change.

3.3. Data and analysis procedures

Braun and Clarke's reflexive thematic analysis (2006) was used as the methodological approach to analyse students' board reflections. These board reflections were coded inductively into aggregate dimensions, following the approach proposed by Gioia et al. (2013). The codes in this list were grouped into the experiential learning cycle: (1) Concrete experience, (2) Reflective observation, (3) Abstract conceptualisation, and (4) Active experimentation.

The analysis was done in MAXQDA software, and one author coded the student reflections, forming coding lists.

Once all students' reflections on the classroom Board had been provisionally encoded, they were shared with the other author, who reviewed the coding and suggested changes on which it was decided by common agreement between the two authors. This review led to the final encoding of transcripts.

The quantitative analysis examined responses to pre- and post-workshop questionnaires on attitudes towards change. Of the 24 students enrolled in the course, 18 completed the pre-workshop questionnaire, and 13 completed the post-workshop questionnaire. Among these, 12 students responded to both questionnaires. For comparison, only the data from these 12 students were used. The response rate was relatively low, which may be attributed to the anonymous nature of the questionnaires, potentially leading to a lack of motivation among students to participate. Given the small sample size, a statistical significance analysis of the scale changes was not feasible. Instead, the percentage variation in the scales was used to provide a meaningful assessment of the level of change.

4. Results

4.1. Qualitative Analysis

The four dimensions of the experiential learning cycle (Figure 1) illustrate each student's distinctive process while participating in the Experiential Workshop. Analysis reveals that students have engaged with all stages of experiential learning. Below are some illustrative examples drawn from the collected data, highlighting this progression.
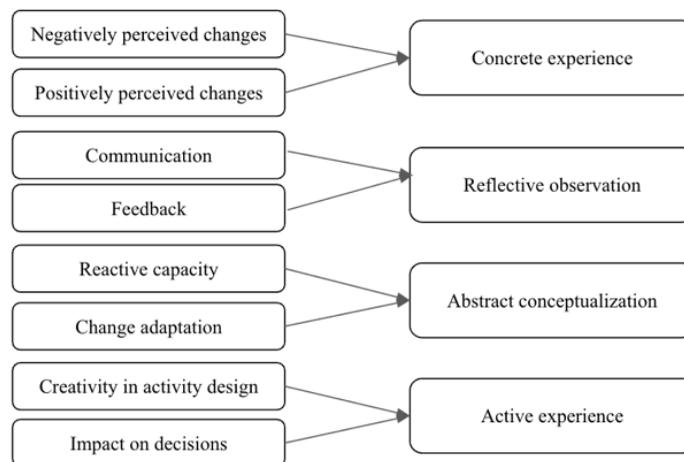

Figure 1. Aggregation of inductive codings into experiential learning cycle dimensions. Source: Self-made.

4.1.1. Concrete experience

Concrete experience describes the initial moment the student experiences a given concept or situation. When the activity was posed, students experienced initial euphoria, as perceiving a positive feeling in the development of the activity (Positively perceived changes):

"I felt good at the beginning, patient and curious to see what was coming the next day, and with a good sense of humour."
"The beginning of the activity seemed strange to me. For the first few days, I took it as a game and with a sense of humour."

However, as the days passed, confusion and disorientation were the negative changes perceived to a greater extent by the students (Negatively perceived changes). Despite this, students did not express resistance or rejection to the development of the activity, even though they felt they were wasting their time:

"I have generally had a feeling of confusion, there were moments when I had time [to develop the activity], but it was not clear to me where to start and/or what I should do".
"I felt confused because I didn't really understand how to develop the activity. I asked my colleagues but they didn't have a clear picture either. The lack of information and the time running out made me worry and doubt; however, I tried as much as possible to go ahead and complete the activity according to the changes that were announced".

Proposed changes in the delivery of the activity led to students feeling insecure, perceiving the alterations as negative. The apprehension of teachers and the fear of potential penalties for not meeting expectations hindered students from openly expressing their feelings:

"I would have liked to communicate my doubts regarding how to develop the activity with the lecturer. I did not communicate it at the time given that several colleagues presented the same inconvenience (via whatsapp) and I assumed that someone would already have the information and would share it with the others."
"I didn't say anything because I wasn't sure if that could be positive or, more likely, carry a punishment. Just like at work."
"I wish I had stopped the experiment, questioning it head on, rather than continuing to participate (or not) but not speaking openly. In my opinion it's a cultural thing, we are not taught to raise our hand when something doesn't fit, we always look for another way. We shy away from confrontation."

4.1.2. Reflective observation

After explaining the activity's objective, the guided analysis and teacher-led discussion enabled students to transition from concrete experience to reflective observation. During this phase, students analysed their experience and the insights gained, with effective communication playing a crucial role in the process:

"I have learned that it is very important to express what one is feeling, without letting feelings of frustration and discontent affect our day-to-day life."
"For changes to be taken with little, if any, resistance, good communication and planning of the change is necessary. This will avoid feelings of annoyance and pessimistic thoughts towards a given situation."
"I am taking away several lessons, identical to those already experienced in my work when implementing any change: as a collective (the students), we have not organised ourselves to consult, ask questions or issue any complaints. We have not used the formal way (email to the teacher), and we have used the informal way of communication (Whatsapp)."

Active listening and providing constructive feedback are vital skills that students demonstrated and applied during the reflective observation phase of the analysis.

"Try to establish effective two-way communication. Create feedback loops with the people affected by the change, in order to understand how they are assimilating it and act accordingly".
"Actively listen to all doubts and suggestions coming from the team and adapt the change procedure as much as possible."

4.1.3. Abstract conceptualisation

Abstract conceptualisation involves the ability to analyse and integrate new ideas and concepts, drawing logical conclusions through reflection. In this instance, students seek patterns, build concepts, and test theories by considering what they have learned and drawing logical conclusions about its future implications. The

question, "What have you learned that you can apply in your future career?" facilitates the transition from reflective observation to abstract conceptualisation through instructor-student interaction. Moreover, the real learning occurred not only from the case study that served as the workshop's foundation but mostly from the students' ability to adapt to the requested changes, demonstrating their capacity for abstract conceptualisation:

"It seems to me that the main objective of the Experiential Workshop, more than the analysis of the case study, was to experientially make us aware of how dynamic changes can be. Through the constant alterations in how we had to present the case and the way we responded to them".

"To test the ability to follow instructions, handle sudden changes in direction, and measure the ability to tolerate."

"To help us put ourselves in the shoes of professionals affected by different types of change (sudden, with little background, unidirectional, constant, ambiguous) and make us reflect on it. The case study served as a conceptual framework, but the real case was us".

4.1.4. Active experience

Active experience requires students to apply new learning to practise, problem solving and decision-making, leading to new concrete experiences. Students recognised their new ability to cope with change management and the resistance that change creates in their professional environment:

"By applying what I learned in both the case study and the Experiential Workshop, I will no longer take my colleagues' resistance to change personally. I will try to adequately communicate all the moments of change, using all possible means (emails, newsletters, live and pre-recorded webinars, among others). Find more creative and fun ways to change behaviours for the better."

"It is paramount to understand the impact that change can have on people to minimise the negative aspects and maximise its effectiveness."

"Nominate a project team to manage change, measure it, evaluate it and, if necessary, align with the needs of the staff."

In summary, the qualitative analysis reveals a comprehensive engagement of students with all four dimensions of the experiential learning cycle during the Experiential Workshop. Through concrete experience, students initially encountered positive and negative feelings, progressing to reflective observation, where they analysed and communicated their experiences. Abstract conceptualisation allowed them to integrate and understand these experiences, drawing valuable lessons for their future careers. Finally, active experimentation involved their ability to apply these new insights practically, showcasing an enhanced capacity for managing and adapting to change. These findings underscore the effectiveness of the Experiential Workshop in fostering a deeper understanding and practical application of change management principles among students in an asynchronous online setting.

4.2. Quantitative Analysis

Table 3 presents the average values of attitudes towards resistance to change, both before and after the workshop. The table presents the shifts in attitudes by displaying the pre- and post-workshop values, the differences between these values, and the corresponding percentage differences. Despite the small sample size, the table clearly represents the changes in students' perceptions. Although statistical analysis of the significance of these changes was not feasible due to the limited number of participants, the percentage variation in the scales still allows us to assess the level of change.

	Pre-workshop	Post-workshop	Difference post - pre	% difference
Routine seeking	2,95	3,47	0,52	17,5
Emotional reaction	4,74	4,96	0,22	4,7
Short-term focus	3,81	4,46	0,65	16,9
Cognitive rigidity	3,42	3,86	0,44	13,0
Resistance seen as detrimental	3,21	3,04	-0,17	-5,2

Table 3. Average values of attitudes on resistance to change before and after the workshop. Source: Self-made.

The results show that, after repeated changes in communication tools imposed by teachers, students increased their scores on all dimensions of their belief in people's tendency to resist change while decreasing their belief that resistance is detrimental to organisations. That is, compared to the start of the workshop, participants had a stronger belief that people prefer routines (score 17.5% higher), tend to worry about short-term inconvenience (16.9% higher), are unwilling to consider alternative ideas (13.0% higher) and, with probably little significant change, also increased their belief that people feel stressed by imposed change (4.7%). In parallel, participants' belief that resistance to change is detrimental to the organisation and should be avoided declined (5.2% less).

The above quantitative results suggest that the workshop helped the students understand that resistance to change is more common than they thought before starting the activity. At the same time, this understanding didn't lead them to believe that resistance is something negative to fight against; on the contrary, they tended to see it less as detrimental to the organisation.

5. Conclusions

This study aimed to design and evaluate an online, asynchronous experiential learning activity. It focused on effectively adapting an in-person activity to an asynchronous format and assessing its impact on students' learning experiences and attitudes. The results provide valuable insights into such activities' design, implementation, and outcomes.

The study highlights the importance of meticulous planning in designing asynchronous online experiential activities. As suggested by Table 1, the sequence of tasks, communications, and tools used must be carefully considered, ensuring that each task contributes meaningfully to the experiential learning cycle. Our methodology emphasised the need for detailed planning of the sequence of tasks and the tools selected. Each tool and task was chosen to fit seamlessly into the experiential learning cycle, facilitating a coherent and effective learning process.

The study demonstrated that asynchronous online experiential learning can be achieved without sophisticated technologies like simulations or virtual reality. The tools selected —forums, discussion boards, microblogs, Google Slides, and video sharing—are commonly available on virtual campuses or as free web versions, making this approach accessible for institutions with limited resources. This makes the methodology suitable for a wide range of educational institutions and levels, from undergraduate to graduate programs. The activity's adaptability ensures that it can be easily implemented in various educational contexts, enhancing its utility and relevance.

However, assessing the impact of experiential learning activities can be challenging, as the benefits may not be immediately apparent. Experiential learning often plants seeds of knowledge that may not manifest for months or years, unlike traditional assessments that measure immediate comprehension through tests (Weinstein, 2015). This long-term potential of experiential learning necessitates a broader perspective on evaluation and outcomes.

An important consideration for future iterations of the workshop is the debriefing method. In this study, debriefing was conducted synchronously via videoconference, which, according to Luctkar-Flude et al. (2021), typically results in high learner satisfaction. However, research by Atthill et al. (2021) suggests that asynchronous debriefing can significantly enhance self-confidence and reduce anxiety in students. Future versions of the workshop should explore incorporating asynchronous debriefing to improve these aspects of learner experience.

Our findings indicate that this approach to experiential learning can be widely adopted across various educational contexts, making it more inclusive and adaptable. The results suggest that after experiencing repeated changes in communication tools, students increased their awareness of people's tendency to resist change while simultaneously decreasing their belief that resistance is detrimental to organisations. This shift in understanding underscores the value of experiential learning in fostering nuanced perspectives on organisational behaviour.

Despite the challenges in immediate assessment, the long-term benefits of experiential learning highlight its importance. Future research should continue to refine asynchronous debriefing methods and explore their impact on learner outcomes. Additionally, further studies should investigate the long-term effects of asynchronous experiential learning activities on students' professional practices and attitudes.

In conclusion, this study contributes to the body of knowledge on online experiential learning, providing a practical and effective framework for educators seeking to implement experiential activities in an asynchronous online environment. The methodology developed here allows for the experiential learning of resistance to change through a simple, accessible process, showing that impactful experiential learning can be achieved without advanced technological resources. This approach holds promise for broad adoption and adaptation, enriching students' educational experiences in diverse settings.

Funding

References

Atthill, S.; Witmer, D.; Luctkar-Flude, M.; Tyerman, J. (2021). Exploring the impact of a virtual asynchronous debriefing method after a virtual simulation game to support clinical decision-making. Clinical Simulation in Nursing, 50, 10-18. https://doi.org/10.1016/j.ecns.2020.06.008.

Baasanjav, U. (2013). Incorporating the Experiential Learning Cycle into Online Classes. Journal of Online Learning and Teaching, 9(4), 575.

Bahiyah, N. (2023). Revolutionizing Education: Unlocking the Potential of Asynchronous Video for Interactive Online Learning. International Journal of Education and Humanities, 3(2), 187-196. https://doi.org/10.58557/(ijeh).v3i2.149.

Braun, V.; Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Bridgman, T. (2020). Overcoming compliance to change: Dynamics of power, obedience, and resistance in a classroom restructure. Management Teaching Review, 5(1), 32-40. https://doi.org/10.1177/2379298118791106.

Carver, L.; King, T.; Hannum, W.; Fowler, D. (2007). Toward a model of experiential e-learning. Journal of Online Learning and Teaching, 3(3).

Colombari, R.; D'Amico, E.; Paolucci, E. (2021). Can challenge-based learning be effective online? A case study using experiential learning theory. CERN IdeaSquare Journal of Experimental Innovation, 5(1), 40-48. https://doi.org/10.23726/cij.2021.1287.

Freire, T.; Rodríguez, C. (2022). The transformation to an online course in higher education results in better student academic performance. RIED-Revista Iberoamericana de Educación a Distancia, 25(1), 299-322. https://doi.org/10.5944/ried.25.1.31465.

Gioia, D. A.; Corley, K. G.; Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. Organizational research methods, 16(1), 15-31.

Hoi, H. T.; Chung, K. T. T. (2020). Developing Soft Skills for Students via Experiential Learning at Universities in Ho Chi Minh City. In ICDTE '20: Proceedings of the 4th International Conference on Digital Technology in Education, 67-70. https://doi.org/10.1145/3429630.3429640.

Hrastinski, S. (2008). Asynchronous and synchronous e-learning. Educause Quarterly, 31(4), 51-55.

Jonathan, L. Y.; Laik, M. N. (2021). Using experiential learning theory to improve teaching and learning in higher education. European Journal of Social Science Education and Research, 8(3), 117-131. https://doi.org/10.26417/ejser.v6i1.p123-132.

Kayalar, M. (2021). Perspectives of University Students on the Efficiency of Synchronous and Asynchronous Learning. Journal of Educational Leadership and Policy Studies. (https://eric.ed.gov/?id=EJ1308493).

Kolb, D. (1984). Experiential Learning. Experience as the Source of Learning and Development. Englewood Cliffs, NJ: Prentice Hall.

Lewis, A. C.; Grosser, M. (2012). The change game: An experiential exercise demonstrating barriers to change. Journal of Management Education, 36(5), 669-697.

Luctkar-Flude, M.; Tyerman, J.; Verkuyl, M.; Goldsworthy, S.; Harder, N.; Wilson-Keates, B.; Kruizinga, J.; Gumapac, N. (2021). Effectiveness of debriefing methods for virtual simulation: A systematic review. Clinical Simulation in Nursing, 57, 18-30. https://doi.org/10.1016/j.ecns.2021.04.009.

Ma, M.; Li, M.; Wang, Q.; Qiu, A.; Wang, T. (2022). Online self-regulated learning and academic procrastination: A moderated mediation model. Psychology in the Schools, 59(9), 1856-1872. https://doi.org/10.1002/pits.22730.

Marble, S.; Fulcher, A.; Toman, J. (2016). Advantages and Disadvantages of Asynchronous Online Extension Programming for Delivering Master Producer Content. Horttechnology, 26(5), 584-587. https://doi.org/10.21273/horttech03410-16.

Naufalin, L. R.; Dinanti, A.; Krisnaresanti, A. (2016). Experiential learning model on entrepreneurship subject to improve students' soft skills. Dinamika Pendidikan, 11(1), 65-73. https://doi.org/10.15294/dp.v11i1.8703.

Oreg, S. (2003). Resistance to change: Developing an individual differences measure. Journal of Applied Psychology, 88(4), 680.

Swennen, A. (2020). Experiential learning as the 'new normal' in teacher education. European Journal of Teacher Education, 43(5), 657-659. https://doi.org/10.1080/02619768.2020.1836599.

Turnbull, D.; Chugh, R.; Luck, J. (2021). Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge?. Education and Information Technologies, 26(5), 6401-6419. https://doi.org/10.1007/s10639-021-10633-w.

United Nations (2020). Policy Brief: Education during COVID-19 and beyond. August. (https://unsdg.un.org/resources/policy-brief-education-during-covid-19-and-beyond).

Vecchiarini, M.; Muldoon, J.; Smith, D.; Boling, R. J. (2024). Experiential learning in an online setting: How entrepreneurship education changed during the covid-19 pandemic. Entrepreneurship Education and Pedagogy, 7(2), 190-217. https://doi.org/10.1177/25151274231179194.

Weinstein, N. (2015). Experiential Learning. Research Starters: Education. EBSCO.

Yorio, P. L.; Ye, F. (2012). A meta-analysis on the effects of service-learning on the social, personal, and cognitive outcomes of learning. Academy of Management Learning & Education, 11(1), 9-27. https://doi.org/10.5465/amle.2010.0072.