
Fostering Expressive Use of English in Literature Classrooms under Experiential Learning Paradigm

¹**Melkies J.** Ph.D. Research Scholar, Affiliated with Bharathidasan University, St. Joseph's College (Autonomous), Tiruchirappalli, India.

Email: melkiesj@gmail.com

²**Paul Pragash S.** St. Joseph's College (Autonomous), Tiruchirappalli 620 002, Affiliated to Bharathidasan University, Tiruchirappalli, India.

Email: paulpragashsj@gmail.com

DOI:

Abstract

The study explored the prominent use of literature to enhance learners' creativity and encourage them to produce literary works of their own. The objective of the study was to enable tertiary learners to produce literary works through the expressive use of English. Literature is a convenient exposure to cultural and historical contexts as it helps to develop comprehensive knowledge to reflect and enable them to familiarise themselves with the art of drafting and narrating poetry, anecdotes, and short stories. This research article examines the effectiveness of second language (L2) experiential learning lessons that integrate literary works in English language classrooms (ELC). The experiential learning frameworks consistently demonstrate significant positive effects on reading comprehension, speaking skills, writing proficiency, vocabulary acquisition, and pragmatic competence.

Beyond linguistic gains, experiential learning fosters critical thinking and intercultural awareness. The evidence indicates that carefully designed L2 experiential learning tasks with authentic literary texts create meaningful, contextualized learning experiences that outperform traditional teacher-centred methods. This comprehensive review of the literature provides educators and researchers with a reliable understanding of effective andragogical and collagogical strategies, implementation considerations, and future directions for integrating literature and experiential learning in L2 English classrooms.

Keywords: *Experiential Learning (EL), Acquisition, Pragmatic Competence, Andragogical and Collagogical..*

Introduction

This study offers perspectives for implementing 'hands-on-learning or learning-by-doing' in Higher Education Institutions (HEIs), which is an innovative attempt to foster inclusive practices for theoretical and abstract conceptualisation in literature and language curriculum under an experiential paradigm. On 6th February 2024, the University Grants Commission (UGC) proposed the National Credit Framework (NCrF) 2024, which had been suggested for Higher Education Institutions (HEIs) to provide exposure to gain hands-on experience in theory and practical courses, such as literature and language subjects.

The integration of literary works in second language (L2) English language teaching (ELT) has long been recognized as a valuable resource, offering authentic language input, cultural insights, and opportunities for meaningful engagement. However, traditional approaches to

Article History : Received: 10 March, 2026. Accepted: 18 May, 2026. Available online: 25 May, 2026. Published by SAFE. (Society for Academic Facilitation and Extension) **Copyright**: © 2026 The Author(s). **Licensing** : This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) **Conflict of Interest**: The Author(s) declare(s) no conflict of interest.

teaching literature in L2 classrooms have often relied on teacher-centred methods that emphasize passive reception, grammatical analysis, and literary criticism rather than active language use and experiential learning. In recent years, there has been a paradigm shift toward experiential learning, MHRD UGC. Second language experiential learning tasks demand learners to become active participants to perform hands-on activities and reflect on their performance to develop language competence through authentic, purposeful tasks utilising literary texts.

Kolb's Experiential Learning Model is based on the experiential learning theory proposed by Dewey and focuses on learning through doing, reflection, conceptualization, and experimentation. Experiential approaches to second language learning when applied to the use of literary works make it possible to use literary works as a medium for language learning, critical thinking, and intercultural understanding, making literature no longer an object of study but a medium.

Experiential learning is a dynamic educational method that prioritises learning by doing, reflecting and applying in a real-life context, which helps to deepen understanding and retention of information. This approach is based on Kolb's and Dewey's theories, and has features of involving students in actual problems in the real world where they need to reflect and participate actively, which enhances their cognitive structures, attitudes and skills (The Role of Experience in Learning). Experiential learning also has an important role in interdisciplinary and international contexts, for example, in study abroad programs to enhance the understanding of complex subjects, like ecology and evolution, through first-hand experiences with the environment (Prestholdt & Fletcher).

Experimental learning plays a vital role in imparting entrepreneurship skills and learning which is observed in horticulture programs where students are involved in different activities like processing and marketing which enhance analytical and entrepreneurship skills (Prabhakar et al.). Experiential learning is being integrated into higher education, not only to prepare learners for professional life, but also to stimulate critical thinking and socialisation as shown in the projects that simulate real world problems and demand collaborative problem solving (Andrade-Silva et al.). Overall, experiential learning is a versatile and impactful educational strategy that enhances learner engagement and learning outcomes across disciplines (Doole et al.). The objective of the study was to enable the production of literary works through the expressive use of the English language. This study explored the prominent use of literature to enhance a learner's creativity and encourage them to produce literary works of their own. The study used literary texts from their language textbooks. Literature-based experiential activities had a significant impact on the participants, enabling them to

become Expressive. Literature is a convenient exposure to cultural and historical contexts, as it helps to develop comprehensive knowledge to reflect and enable them to familiarise themselves with the art of writing poetry and narrating fiction.

Kolb and Yeganesh (2011) have stated that learning is intrinsically rewarding and empowering, bringing new avenues of experience and new realms of mastery. Kolb and Kolb (2017) have categorized the experiential principles into four stages of the learning cycle that are involved in shaping the knowledge formation of an individual, from the actual experiences of a learner. Kolb's model envisages a cyclical four-stage learning process with the learning modes Concrete Experience, Reflective Observation, Abstract Conceptualisation, and Active Experimentation (Bergsteiner & Avery).

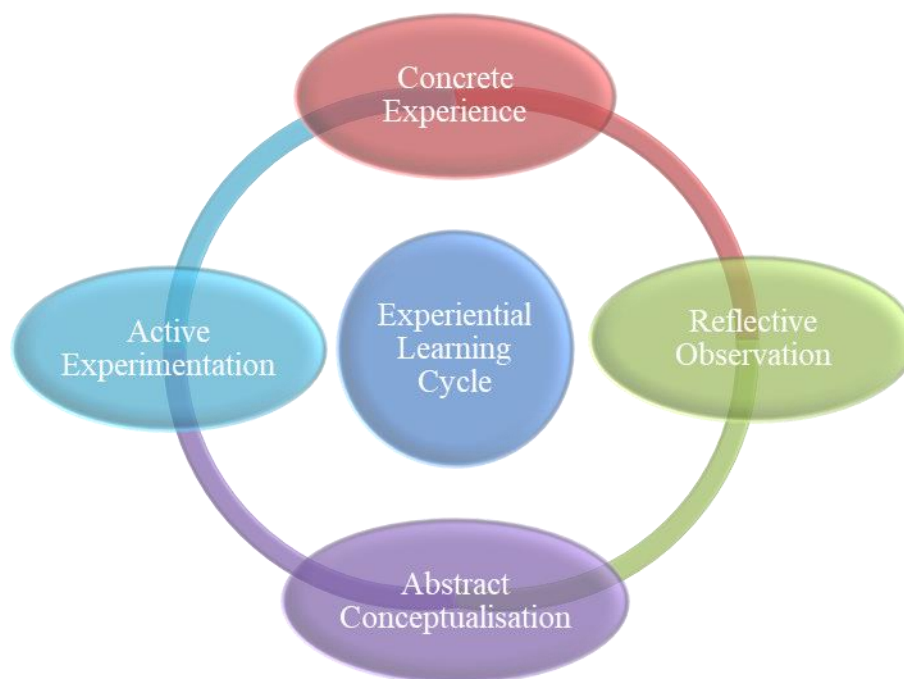


Fig. 1. Kolb's Experiential Learning Cycle

Experience is cyclic and involves actions. 'Learning-by-doing' (Banapurmath et al.) is recommended for 'a hands-on learning experience' (Nguyen) for progressive knowledge formation. Experiential Learning Theory identifies experience as a prominent strategy for acquisition. It has the foundation of human experience, which plays a vital role in the formation of knowledge and is inherently evolving through human experiences that contribute to learning (Korucu Kıs).

Review of Literature

Kurt Lewin, Jean Piaget, John Dewey, Mary Parker Follett, Lev Vygotsky, Carl Rogers, Paulo Freire, and William James are considered foundational scholars, and they have emphasized

that language learning experience contributes to the progressive nature of human knowledge and skills. Experiential learning is defined as the process of learning through experience and learning by doing through reflection (Dickman & Schuster).

Dewey's theory of experiential learning emphasizes the importance of reflection and inquiry in the learning process (Massari et al.). According to Lewin, this process is influenced by a person's prior experiences, social environment, and personal characteristics (Kuk & Holst), and Vygotsky believed that learning occurs as individuals engage in social activities (Ahlquist). Follett's ideas about learning through action and collaboration continue to shape learning and knowledge management (Jose et al.). Rogers argues that learning occurs when individuals engage in experiences that are congruent with their self-concept, enabling them to grow and develop as individuals. Freire's notion that education can take place in a variety of situations actively involves the learner in the subject (Leal-Rodriguez & Albort-Morant). In James' view, the learning process involves the interaction between the individual and their environment, since the individual actively seeks out and responds to new experiences (Budd et al.).

Piaget's idea of constructivism highlights the importance of active participation in constructing knowledge, whereas Vygotsky's Zone of Proximal Development refers to learning as a process wherein knowledge is created by transforming experience. Furthermore, Freire emphasised critical thinking and self-reflection for knowledge creation. All the above-mentioned educationists have underlined the importance of integrating experience into the teaching-learning process. The educational value of experience depends, in part, on the principle of reflection, which balances a learner's subjective or internal elements and the external or objective elements of the experience (Dal Magro et al.).

'Learning-by-doing' (Banapurmath et al.) is recommended to have 'a hands-on learning experience' (Nguyen, 2022) for progressive knowledge formation. Dewey's Experiential Learning Theory identifies experience as a prominent strategy for acquisition. It has the foundation of human experience, which plays a vital role in the formation of knowledge and is inherently evolving through human experiences that contribute to learning (Korucu K15).

Carter and Long (1991) stated that Literature is a valuable resource for language teaching. learn language and literature by doing, making, and performing tasks. Hickcox (2002) emphasised that experiential learning is deeply rooted in the pragmatic educational philosophies of John Dewey. Experiential learning and its application in literature education through immersive experiences, role-playing, and real-world connections to enhance learning.

Collie and Slater (1987) support the inclusion of literature in the language classroom because it provides authentic materials, develops personal involvement, and contributes to readers' cultural exposure and language enrichment. Hence, literature can be taught under the experiential paradigm in classrooms through effective strategies to engage learners. Literature is a high point of language usage. It arguably marks the greatest skill that a language user can demonstrate (Basnett & Grundy).

Strategies for Implementing Experiential Learning in Literature Classrooms

Experiential learning in literature learning classrooms has shown distinct outcomes for learners. The expressive use of language is limited by the imagination and creativity of a learner; hence, literature and language tasks must provide space for creative practices and must exceed critical aspects. Learners must be encouraged to discuss, engage themselves in the process, and reflect on the content. Preferably, learners' actualisation and understanding of literary forms will enable them to construct literary texts in an expressive manner that may initially progress from mimicking a literary text.

A literary text may serve as a template for understanding the functions of literary forms and enable the actualisation of the expressive language employed by a writer or an author. As they engage themselves in the experiential tasks, learners will form an atmosphere that would help them to formulate a concrete understanding of the abstract nature of the implied content and reflect on the layered meaning in literary texts.

This is a holistic approach. The expressive construction of language used by may be limited or may need reconstruction, or a learner may have difficulty finding words to express their thoughts. Hence, exchanging feedback is essential in an experiential learning environment, and it will help construct new knowledge as they actively engage themselves in a creative experience (Baker).

Sample Experiential Learning Lessons

LESSON 1: SHORT STORY

Text: *The Gift of the Magi*

- **Duration:** 90 minutes
- **Class Type:** Undergraduate English
- **Focus Skills:** Speaking, interpretation, empathy

Objectives:

By the end of the session, students will be able to:

1. Analyse the theme of love and sacrifice
2. Explain irony using textual evidence
3. Express personal responses orally
4. Perform a short role-play

Materials: Text handouts, board, markers, and reflection sheets

Teaching-Learning Process

1. Concrete Experience (15 min)

Teacher role: Initiates discussion with a prompt

“Describe a time you gave up something important.”

Student role: Pair sharing followed by whole-class sharing

2. Reflective Observation (20 min)

Students read selected passages in groups

Discussion prompts:

- Why did Stella sell her hair?
- How do you feel about the ending?

Groups record emotional responses

3. Abstract Conceptualisation (20 min)

Teacher explains:

- Situational irony
- Theme and characterization

Students identify lines illustrating irony

4. Active Experimentation (25 min)

Groups perform:

- Role-play the ending OR
- Rewrite the ending from Jim's perspective

5. Reflection & Closure (10 min)

Students write a short reflective paragraph

Expected Outcomes

Improved interpretative ability and confidence in expressing personal viewpoints

LESSON 2-DRAMA

Text: Scene from *Romeo and Juliet*

- **Duration:** 90 minutes
- **Focus Skills:** Pronunciation, expressive reading, collaboration

Objectives:

Students will:

1. Identify dramatic conflict
2. Interpret character emotions
3. Perform dialogue using appropriate intonation

Materials: Scripts, optional audio, simple props

Teaching-Learning Process

Experience (15 min)

Discussion: modern examples of family pressure

Reflection (20 min)

Students read the scene aloud in groups

They discuss characters' motivations

Conceptualisation (20 min)

Teacher explains:

- Dramatic tension
- Imagery and tone

Experimentation (25 min)

Groups perform a scene in a modern setting

Closure (10 min)

Peer feedback and self-evaluation

Expected Outcomes

Enhanced speaking confidence and understanding of dramatic technique

LESSON 3 - POETRY

Text: *Stopping by Woods on a Snowy Evening*

- Duration: 90 minutes
- Focus Skills: Interpretation, creative writing

Objectives:

Students will:

1. Analyse imagery and mood
2. Explain symbolism
3. Produce a short creative poem

Materials: Poem handout, audio recording

Teaching-Learning Process

Experience (15 min)

Nature sounds played → students describe feelings

Reflection (20 min)

Pair discussion on imagery and mood

Conceptualisation (20 min)

The teacher explains symbolism and theme

Experimentation (25 min)

Students write their own poem about a peaceful moment

Closure (10 min)

Voluntary sharing and feedback

Expected Outcomes: Improved imaginative language use and deeper poetic appreciation

LESSON P 4 -NOVEL

Text: *Animal Farm* (Extract)

- Duration: 90 minutes
- Focus Skills: Critical thinking, argumentation

Objectives:

Students will:

1. Explain allegory
2. Analyse the theme of power
3. Participate in structured debate

Materials: Extract copies, chart paper

Teaching-Learning Process

Experience (15 min)

Discussion: examples of leadership in real life

Reflection (20 min)

Group reading and response

Conceptualisation (20 min)

The teacher explains the allegory

Experimentation (25 min)

Debate: “Power inevitably corrupts.”

Closure (10 min)

Exit reflection

Expected Outcomes: Enhanced analytical reasoning and speaking skills

LESSON 5-PERSONAL ESSAY

- Duration: 90 minutes
- Focus Skills: Narrative speaking, reflection

Objectives:

Students will:

1. Analyse narrative voice
2. Connect text to personal experience
3. Deliver a short oral narrative

Materials: Essay handout, worksheet

Teaching-Learning Process

Experience (15 min)

Students recall and share a meaningful memory

Reflection (20 min)

Discuss the narrator’s tone and perspective

Conceptualisation (20 min)

The teacher explains narrative techniques

Experimentation (25 min)

Students present a 2-minute personal story

Closure (10 min)

Peer feedback

Expected Outcomes

Greater fluency and confidence in storytelling

Pedagogical Significance

The importance of the five experiential lesson plans to the pedagogical realm is that they are systematically connected to the experiential learning cycle that David A. Kolb proposed, which involves the phases of experiencing, reflecting, conceptualising and applying. This circular movement takes literature classrooms from content-transmission spaces to spaces of meaning-making and language use. The lessons begin with concrete experiences, like personal connections, role plays or discussions in context, to give students a way to access prior knowledge and engage with some emotion to support deeper learning. This is not a text but a lived experience that relates to the realities of learners, thus literature is not treated as a static text.

The reflective stage prompts students to express their answers, considers points of view and copes with meaning together. These reflective dialogues help in developing meta-cognitive awareness and growth as well as interpretative awareness and growth, which helps the learners to know how their experiences influence textual understanding. The teacher scaffolds the students' reflections in the conceptualisation stage, for example, by linking the theme, symbolism, narrative voice, or conflict with literature. This stage will ensure that experiential engagement is supported by an element of academic rigour, connecting affective engagement with cognitive development.

The last stage, application, enables students to apply understanding to produce expressive and communicable products in the form of debates, performances and creative writing activities. This helps reinforce the understanding of literature and improves language production, such as fluency, coherence, and expression. Pupils are able to transfer skills, for example critical thinking, working collaboratively and problem-solving skills, as they apply concepts in different contexts.

The lessons, taken together, illustrate a pedagogical approach that enables students to learn the language in a comprehensive way, combining the cognitive, affective, and social aspects. Such a practice promotes learner autonomy, raises motivation and provides possibilities for the learners to communicate in true situations, which are pivotal in communicative

competence. Furthermore, active participation is more like task-based pedagogy, in which language is used for purposeful learning, as opposed to the passive reception.

Thus, the experiential sequence, which was extended throughout the lessons, not only enhanced the depth of literary interpretation, but also fostered creativity in expression and interactive learning. This pedagogical model illustrates how literature teaching can simultaneously achieve linguistic proficiency and critical engagement, making it particularly valuable for tertiary L2 classrooms seeking to integrate language development with meaningful literary study.

Guidelines to be followed:

Define clear language, literary, and experiential learning objectives.

Select literary texts with relatable themes and interpretative potential.

Structure lessons using the experiential cycle of David A. Kolb (experience → reflection → conceptualisation → application).

Create a learner-centred and interactive classroom atmosphere.

Begin lessons with experience-based entry activities such as personal connections or real-life scenarios.

Encourage reflective practices through journals, discussion, and guided questions.

Integrate creative production tasks such as role-play, debate, and creative writing.

Adopt the role of facilitator by guiding discussion and providing scaffolding.

Promote active learner participation and collaboration.

Use formative and performance-based assessment methods.

Adapt tasks to accommodate diverse proficiency levels and learning styles.

Provide continuous feedback through peer, self, and teacher evaluation.

Monitor learner engagement and adjust instructional strategies accordingly.

Reflect on teaching effectiveness to improve future lessons.

Focus on outcomes such as improved fluency, creativity, and deeper literary understanding.

Challenges and Recommendations

Learners at the initial stage experience writer's block. It is a major challenge for learners as they struggle to frame sentences to depict scenarios and fine-tune the characters to serve the purpose. Developing a creative rubric for learners to enable them to use expressive language

in literature classrooms is quite difficult compared to language classrooms. Imagination and creativity are subjective, and a qualitative study would be convenient for assessing a learner's work of art.

The challenges associated with integrating literature and language tasks in experiential learning classrooms can be resolved through the implementation of Kolb's model, which involves the cycle of concrete experience, reflective observation, abstract conceptualisation, and active experimentation, and serves as a foundation for integrating experiential elements to teach literature and language under the experiential paradigm.

Hence, the study recommends Kolb's Experiential Learning Model, which could be embedded to strategize to engage learners to practice L2; furthermore, to gain knowledge on the social transactions of the target language, along with the cultural competence and usage. Language materials have been widely used in L2 classrooms to assist learners in literature and language classrooms.

Scope for Further Research

The present study establishes the pedagogical value of experiential learning in fostering creative English use within literature classrooms; however, several avenues remain open for further scholarly exploration. Future research can extend the scope of the study by conducting a longitudinal study to see the long-term effect of experiential literary pedagogy on the language proficiency, creativity and critical thinking of learners over a long period of time. They would be useful in gaining better understanding of the long-term linguistic and cognitive benefits of experiential engagement over the short-term outcomes of the classroom.

Comparative studies between different educational settings (rural/urban, public/private universities, various linguistic backgrounds) are another good avenue of research. The analysis of the effects of socio-cultural factors on experiential approaches can assist educators in creating pedagogical plans that are more sensitive to the context. Research will examine the implementation of digital and multimodal environments like virtual simulations, digital storytelling platforms and collaborative online environments to learn about how technology can be used to improve experiential literary learning and learner engagement.

Another interesting issue that could be explored is the specific learner variables of motivation, anxiety, learning style, and learner's level of proficiency, to find out how experiential approaches provide for learners' various needs. Mixed methods study is the study that examines both language development quantitatively and perceptions of the learner

qualitatively; the combination of both types of studies would increase evidence and take a full picture of the classroom dynamics.

Furthermore, the teacher cognition and professional development about experiential pedagogy are areas that can be explored. Focusing on literature educators' beliefs, training needs, and classroom problems, practical models for implementation and training modules can be developed.

Finally, future studies could be conducted in subjects other than literature, seeing how experiential language practices might facilitate communication skills in other domains like business, media studies, social sciences and beyond. These explorations would help confirm the language and learning experience of experiential learning is not just a method alternative, but a changeful teaching method of language. These possible research lines can be used to further develop the nature of experiential pedagogy, its adaptability, scalability and relevance in changing educational contexts.

Conclusion

An individual who is passionate about learning can manifest in an expressive way and create literary products when he is facilitated in the paradigm of experiential learning. Experiential learning model can help a learner to summon the spirit of creativity. An Experiential Learning Model by Kolb could be used by a learner to implement the spirit of creativity as well as to show expressive literature by actively involving them in learning. A persistent learner who is involved in the experiential learning activity can change her identity into a poet or an author. Based on the experiential learning paradigm, researchers are encouraged to create materials and rubrics and improve the use of language expressively by using comics. Experiential learning has been encouraged by UGC and Government agencies and its reach will extend to literature and language curriculum. This humanistic approach not only increases creativity, but creates a better relationship between language and literature, enriching the learning of learners. It invites students to explore a variety of stories and viewpoints, leading them to a deeper understanding of language and literature. This new paradigm of experiential learning may result in new pedagogical solutions that will enable students to explore the written word in a more critical and creative way, thus enriching their appreciation of different voices.

Works Cited:

Ahlquist, S. "Motivating Teens to Speak English through Group Work in Storyline." *ELT Journal*, vol. 73, no. 4, 2019, pp. 387–395. <https://doi.org/10.1093/elt/ccz023>.

- Andrade-Silva, I., et al. "Learning the Importance of Export Readiness through Experiential Learning." *Journal for Global Business and Community*, vol. 14, no. 1, 2023. <https://doi.org/10.56020/001c.71489>.
- Baker, A. C., et al. "Conversation as Experiential Learning." *Management Learning*, vol. 36, no. 4, 2005, pp. 411–427. <https://doi.org/10.1177/13505076050530>.
- Banapurmath, N. R., et al. "Outcome-Based Pedagogical Approach for Energy Conversion Laboratory Course of Mechanical Engineering UG Programme." *Proceedings of the International Conference on Transformations in Engineering Education*, 2015. https://doi.org/10.1007/978-81-322-1931-6_96.
- Basnett, Susan, and Peter Grundy. *Language through Literature*. Longman, 1993.
- Bergsteiner, Harald, and Gayle C. Avery. "The Twin-Cycle Experiential Learning Model: Reconceptualising Kolb's Theory." *Studies in Continuing Education*, 2014, pp. 37–41. <https://doi.org/10.1080/0158037X.2014.904782>.
- Budd, John M., et al. "Making an Impact through Experiential Learning." *Proceedings of the Association for Information Science and Technology*, vol. 52, no. 1, 2015, pp. 1–4. <https://doi.org/10.1002/pr2.2015.14505201007>.
- Carter, Ronald, and Michael Long. *Teaching Literature*. Longman, 1991.
- Collie, Joanne, and Stephen Slater. *Literature in the Language Classroom*. Cambridge UP, 1987.
- Dickman, Nancy, and Barbara Schuster. *Active Education for Future Doctors*. Springer, 2020. <https://doi.org/10.1007/978-3-030-41780-2>.
- Doole, F. T., et al. "Experiential Learning for Training Future Science Policy and Diplomacy Experts." *Journal of Science Policy & Governance*, vol. 21, no. 1, 2022. <https://doi.org/10.38126/jspg210103>.
- "Guidelines for Institutional Development Plans for Higher Education Institutions." *University Grants Commission*, 2024. https://www.ugc.gov.in/pdfnews/1713699_IDP-Guidelines.pdf.
- Hickcox, Leslie K. "Personalizing Teaching through Experiential Learning." *College Teaching*, vol. 50, no. 4, 2002, pp. 123–128.
- Jose, Shiji, et al. "Experiential Learning Theory: The Importance of Outdoor Classrooms in Environmental Education." *International Journal of Science Education, Part B*, vol. 7, no. 3, 2017, pp. 269–284. <https://doi.org/10.1080/21548455.2016.1272144>.

- Kolb, Alice Y., and David A. Kolb. "Experiential Learning Theory as a Guide for Experiential Educators in Higher Education." *Experiential Learning & Teaching in Higher Education*, vol. 1, no. 1, 2017, pp. 7–44.
- Kolb, David A., and Bahareh Yeganeh. "Deliberate Experiential Learning." *Contemporary Organizational Behavior in Action*, 2012.
- Korucu-Kış, Selma. "Correction to: Preparing Student Teachers for Real Classrooms through Virtual Vicarious Experiences of Critical Incidents during Remote Practicum." *Education and Information Technologies*, vol. 26, no. 5, 2021, pp. 6365–6365. <https://doi.org/10.1007/s10639-021-10634-9>.
- Kuk, Hye-Sun, and John D. Holst. "A Dissection of Experiential Learning Theory: Alternative Approaches to Reflection." *Adult Learning*, vol. 29, no. 4, 2018, pp. 150–157. <https://doi.org/10.1177/1045159518779138>.
- Leal-Rodriguez, Antonio L., and Gemma Albort-Morant. "Promoting Innovative Experiential Learning Practices to Improve Academic Performance." *Journal of Innovation & Knowledge*, 2019, pp. 97–103.
- Magro, Rodrigo D., et al. "Enriching the Intersection of Service and Transformative Learning with Freirean Ideas." *Management Learning*, vol. 51, no. 5, 2020.
- Massari, Gabriela A., et al. *A Handbook on Experiential Education: Pedagogical Guidelines for Teachers and Parents*. Editura Universității Alexandru Ioan Cuza, 2018.
- Nguyen, N. N. "Research on the Effect and Effectiveness of Experiential Learning for University Students." *Journal of Positive School Psychology*, vol. 6, no. 8, 2022, pp. 4183–4192.
- Prabhakar, I., et al. "Development of Entrepreneurship Skills through Horticulture Learning Experience Programme." *Journal of Pharmacognosy and Phytochemistry*, vol. 8, no. 4, 2019, pp. 2425–2427.
- Prestholdt, Tim, and Vicki Fletcher. "The Value of Experiential Learning: A Case Study with an Interdisciplinary Study Abroad Course." *Bioscene*, vol. 44, no. 2, 2018, pp. 17–23.
- "The Role of Experience in Learning." *Društvene i Humanističke Studije*, vol. 8, no. 1, 2023, pp. 281–292. <https://doi.org/10.51558/2490-3647.2023.8.1.281>.