

Part II: Innovative Teaching Formats

Chapter 4. Sustainable Marketing: Creating Positive Impact through Experiential Learning

4.1. COURSE SUMMARY

Table 4–1

| | | |
|---|---|-------------|
| Audience and level of studies | Students (Master) | |
| Group size | ≤ 25 | |
| Course duration | 10 weeks | |
| Credits | 5 ECTS | |
| Workload | Presence: 10h lectures + 3h seminars + 5h fieldwork + 4h of Q&A Self-study: 78h of guided independent study | Total: 100h |
| Contents/primary topics | <ul style="list-style-type: none">• Link between marketing and sustainability• Sustainable marketing strategies• Changing behaviour for good | |
| Main course objectives | <ul style="list-style-type: none">• Understand the two-way link between marketing and sustainability• Explore how marketing can be used to encourage more sustainable and responsible consumption, while impacting organisational performance | |
| Main teaching approaches | <ul style="list-style-type: none">• Experiential learning• Collaborative learning• Active learning | |
| Main teaching methods | <ul style="list-style-type: none">• Lectures• Sustainability-related consulting project• Self-reflection task | |
| Learning environment | Classroom (face-to-face learning) + online activities (blended learning) | |
| Link to Sustainable Development Goals (SDGs) | SDG 11 Sustainable Cities and Communities Make cities and human settlements inclusive, safe, resilient and sustainable SDG 12 Responsible Consumption and Production Ensure sustainable consumption and production patterns Depending on the project with the NGO, the course could contribute to: SDG 3 Good Health and Well-being Ensure healthy lives and promote well-being for all at all ages SDG 4 Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all SDG 5 Gender Equality Achieve gender equality and empower all women and girls SDG 10 Reduced Inequalities Reduce inequality within and among countries | |

Table 4–2

| Impact assessment | (None) Low/ Medium/ High | Explanation |
|--|-----------------------------------|---|
| 1. Degree of student participation / activeness | High | Students engage in a real-life project, working in teams with an NGO. |
| 2. Degree of student collaboration / group work | High | Students work in a team project over a whole term. |
| 3. Degree of student emotional involvement | High | Working on real projects with NGOs, students get out of their 'normal' classroom environment, allowing them to be more aware of the challenges their community is facing. Due to the nature of some projects, the whole journey is quite emotional, and students share their views both in class when evaluating the experience, and through their individual reflection (which constitutes one of the assignments for the course). |
| 4. Degree of inter-/trans-disciplinarity | High | Throughout the whole course, concepts and theories from several disciplines (marketing, sustainability, sociology, psychology) are considered. While working on the team project, they also bring ideas learned in other modules. This is a common approach to follow in business education (where this module sits), as interdisciplinarity is embedded in the curriculum (Bajada & Trayler, 2013). |
| 5. Degree of student (self-) reflection | High | Students are required to write an individual reflection, based on the team project. |
| 6. Degree of experience of real-life situations | High | Students engage with real organisations (local NGOs) working on specific community/environmental projects. |
| 7. Degree of nature-related experiences | (None) | References to nature are only made in class. |
| 8. Degree of stakeholder integration | High | Constant reference to a variety of stakeholders when explaining concepts and presenting case studies. Students work in a project done in direct collaboration with different NGOs, addressing a challenge they face and providing potential solutions by applying sustainable marketing strategies. |
| 9. Degree of integration between theory and practice | High | During the delivery of content, theories and concepts are linked to practical examples. Furthermore, students put their knowledge into practice through the team project (working with NGOs). |

4.2. COURSE INTRODUCTION

Social and environmental challenges have led to the growth of marketing tools being applied with a sustainable purpose. As a result, organisations and governments are gradually starting to use marketing techniques in order to influence stakeholder behaviour towards pro-sustainable outcomes. It is also increasingly recognised that sustainable marketing can be good for business, leading to

competitive advantage, cost savings and brand enhancement (Jung et al., 2020). The module presented in this chapter has been designed to provide knowledge of the link between marketing and sustainability, and how to evaluate and implement marketing strategies that promote sustainable products, services, and behaviours.

The module content includes evaluation of social and environmental challenges and the role of marketing in sustainability; how to set behaviour objectives: encouraging pro-social and pro-environmental behaviours and preventing harmful behaviour; how to decide on segmentation and target audiences in sustainable marketing; how to develop and implement marketing campaigns focused on social/environmental issues; and how to evaluate and monitor campaigns (and their social and environmental impact). By the end of the module, students should be able to understand how private businesses, governments and charitable organisations can use marketing principles and techniques to influence behaviours for social and environmental good; and how to apply these techniques in a real environment.

The module is delivered throughout lectures, seminars, and Q&A sessions. During the interactive sessions, the lecturer explores theory in relation to sustainable marketing and behaviour change, supporting her argument with real case studies (e.g., from private organisations, but also examples from public institutions (e.g., Public Health England, Department for Transport) and campaigns developed by NGOs) and with insights from her own research projects in the areas of pro-social and pro-sustainable behaviours. Students engage in debates around the advantages and disadvantages of different sustainable marketing campaigns, how they could help society and the environment and/or the role of private and public institutions. The module is delivered following a blended approach, combining face to face sessions and interactive online activities, which are formatively assessed (please look at the Course Outline for more information).

The module is assessed through a team project (40 % of the final grade) and an individual reflection, based on the team project (60 % of the final grade). For the team project, students engage with local NGOs⁴, with the aim of designing a sustainable marketing campaign that would help with their functioning (e.g., by attracting more volunteers, improving level of awareness of potential beneficiaries). The module and the assessment have been designed based on the principles of experiential learning (Kolb, 1984), as explained in subchapter 4.5.

4 These are recruited by the lecturer before the course starts (through personal contacts and recommendations – i.e. from NGOs collaborating with the project in previous years).

4.3. LEARNING OBJECTIVES

Table 4–3

| Learning objective dimension (UNESCO, 2017) | Operationalisation | Competency referred to (Brundiers et al., 2021) |
|---|---|---|
| Cognitive | Build awareness in relation to the main social and environmental challenges today's society is facing. | Systems-thinking competency |
| | Demonstrate an understanding of the marketing environment in relation to sustainability and the factors affecting it. | Systems-thinking competency |
| | Identify and evaluate key approaches in sustainable marketing, including concepts related to social purpose marketing and how to change behaviour for good. | Strategic-thinking competency |
| | Review sustainable marketing campaigns in different organisational contexts (private, public, not-for-profit). | Strategic-thinking competency |
| Socio-emotional | Develop empathy and awareness towards sustainability issues. | Values-thinking and futures-thinking competencies |
| | Develop interpersonal and self-reflection skills. | Inter-personal and intra-personal competencies |
| Behavioural | Demonstrate the ability to develop a marketing campaign focused on social/environmental issues and evaluate its impact. | Integrated problem-solving competency |
| | Demonstrate the skills of analysis, evaluation and making judgements about real business situations to develop practical experience. | Strategic-thinking competency |
| | Develop team working skills through the completion of a team project, as well as enhancing their critical thinking, research, presentation, data gathering and information technology skills. | Inter-personal and intra-personal competencies |

4.4. COURSE OUTLINE

Table 4–4

| Structure | | Session focus | Homework |
|-----------|-------------------|---|---|
| Week 1 | Lecture 1 (2h): | Introduction to the course. Lecture topic: "Social and environmental challenges and the role of marketing in sustainability: concepts and theories". | Readings for week 1 (see subchapter 4.9). Students to complete the formatively assessed activities available in BlackBoard, posting their answers (when appropriate) in the relevant discussion board. See examples of activities in subchapter 4.6. |
| | Q&A session (1h): | General questions about the module and resources for lecture 1. | Prepare questions for the Q&A session. |

| Structure | | Session focus | Homework |
|-----------|-------------------|---|--|
| Week 2 | Lecture 2 (2h): | Lecture topic: "Pro-sustainable and pro-social behaviour: segmentation and targeting for sustainability". | Readings for week 2 (see subchapter 4.9). Students to complete the formatively assessed activities available in BlackBoard, posting their answers (when appropriate) in the relevant discussion board. See examples of activities in subchapter 4.6. |
| | Seminar 1 (1h): | Explain team project and students to get to know the organisations they will work with. | Students to get into their groups during and after the seminar and prepare a list of questions for the first meeting with the organisation. |
| Week 3 | Lecture 3 (2h): | Lecture topic: "Setting behaviour objectives: encouraging pro-social and pro-environmental behaviours and preventing harmful behaviours". | Readings for week 3 (see subchapter 4.9). Students to complete the formatively assessed activities available in BlackBoard, posting their answers (when appropriate) in the relevant discussion board. See examples of activities in subchapter 4.6. Students to continue working on the team project. |
| | Q&A session (1h): | General questions about the module and resources for lectures 1 to 3. | Prepare questions for the Q&A session. |
| Week 4 | Lecture 4 (2h): | Lecture topic: "Developing marketing campaigns aimed at addressing social and environmental issues". | Readings for week 4 (see subchapter 4.9). Students to complete the formatively assessed activities available in BlackBoard, posting their answers (when appropriate) in the relevant discussion board. See examples of activities in subchapter 4.6. |
| | Seminar 2 (1h): | Explaining individual assignment and checking on progress (team project). | Students to continue working on the team project and to decide on main ideas to present to the organisation. |
| Week 5 | Lecture 5 (2h): | Lecture topic: "Evaluating social and environmental impact: monitoring and evaluation". | Readings for week 5 (see subchapter 4.9). Students to complete the formatively assessed activities available in BlackBoard, posting their answers (when appropriate) in the relevant discussion board. See examples of activities in subchapter 4.6. Students to continue working on the team project. |
| | Q&A session (1h): | General questions about the module and resources for lectures 1 to 5. | Prepare questions for the Q&A session. |
| Week 6 | Seminar 3 (1h): | Group work for the team project. | Students to continue working on the team project. |
| Week 7 | | There is no session with the lecturer this week. | Students to continue working on the team project/ individual reflection. |
| Week 8 | Q&A Session (1h): | Final questions team project, Q&A individual assignment. | Submission team project (both to the lecturer and the NGO). Students to work on the individual reflection. |
| Week 9 | | There is no session with the lecturer this week. | Students to continue working on the individual reflection. |
| Week 10 | N/A | N/A | Submission individual reflection. |

4.5. TEACHING APPROACHES AND METHODS

As explained in the course summary, the module combines different types of teaching approaches and methods. The content materials for the course are delivered following the principles of active learning, avoiding one-way communication and aiming to engage students in the learning process (Bonwell & Eison, 1991). Students complete individual exercises online (see subchapter 4.6), and during the lectures, seminars, and Q&A sessions, they engage in pair or group discussions and debate about different case studies related to sustainable marketing. By debating and working in pairs or small groups, students have the opportunity to reflect and make sense of the topics covered in class (Keeton et al., 2002). As a consequence, they are able to develop a deeper understanding of those topics.

As part of the assessment for this module, students complete a sustainability-related consulting project, focused on providing a benefit to others. The rationale behind the design of this assessment is based on the principles of collaborative learning, as students work together to solve a problem (Laal & Ghodsi, 2012); and experiential learning (Kolb, 1984), proven to enhance learning in higher education (Kolb & Kolb, 2005). During the fieldwork, through the communication with the NGOs and the work students develop for them, students not only gain knowledge about the discipline (i.e., sustainable marketing), but build employability skills such as planning and problem solving and social development and interaction (Fallows & Steven, 2000). Furthermore, the nature of the team project allows us to categorise it as an example of ‘situation learning’ (Lave & Wenger, 1991). By engaging with local organisations, the learning space expands from the classroom (and the interaction between the students and the lecturer) to the wider community. For the second assessment of this module, students complete a self-reflection task, focused on the team project. By reflecting on the work completed as a group for the NGOs, students are able to dig deeper into their thoughts and feelings and bring together what they have learned in the module and the experience acquired when developing the sustainable campaign for their organisations (Osipova et al., 2011).

In business schools, it is common practice to work on consultancy projects with private organisations, in particular when working on dissertations or final year projects. However, there is still a need to promote collaboration between universities and the not-for-profit sector⁵. More modules related to sustainabil-

5 Please note that students could also develop sustainable marketing campaigns for private organisations. In this case, local NGOs were chosen because most times they would not be able to pay for such a service (some of them do not even have a person in charge of marketing and/or do not have a marketing strategy).

ity should be included in the curriculum, and those modules should include aspects of experiential learning. The benefits and potential impact of doing so are varied. For instance, sustainability-related issues, such as those related to ethics, are more effectively communicated if an experiential approach is followed in the course (Sims, 2002). At the same time, sustainability and sustainability challenges become real, driving students to focus and engage more with the materials, while truly committing to the project and the organisation they work with. In doing so, students begin a transition from learners to experts in the field of sustainable marketing, through the knowledge acquired in these communities of practice (i.e., the not-for-profit sector). But students do not only benefit professionally. Based on the feedback received at the end of the course and on the different conversations with students, it could be argued that by following the teaching methods and approaches explained above, students are able to develop and improve their awareness about sustainability, and to some extent build their own ‘sustainable identities’. Once the course is finished, students are not only able to develop a sustainable marketing campaign, but they are more aware and (at least some of them) have changed their own individual behaviour, becoming more sustainable individuals.

4.6. EXERCISES

Apart from completing the assessment explained in the next subchapter and engaging in debate in class (when delivering interactive sessions), students are encouraged to complete different activities per session/week. The activities are posted in BlackBoard by the lecturer and are linked to a discussion board. Students answer the activities individually, by creating a thread, and the lecturer provides formative feedback. The goal of this type of activities is to encourage students to engage with the module materials, so they can get a better understanding of the theories and concepts covered. This type of activities could work in any module, despite the module size (but should be clearly linked to the content covered that week, to promote engagement).

Behaviours that Sustainable/Social Marketing Could Influence

Example activity related to materials for week one. Students are asked to provide examples of behaviours that could be influenced using sustainable/social marketing. This is one of the first activities proposed in the module and invites them to think about the broader role of marketing. The activity is presented to students as follows.

Please think about examples of behaviours that sustainable/social marketing *could influence* in relation to the following (I'll provide one example for the first one):

- Health-Related Behaviours (e.g., skin cancer prevention)
- Injury Prevention-Related Behaviours
- Environmental-Related Behaviours
- Community Involvement Behaviours

This activity should take around 10 minutes to be completed.

How do Sustainable Brands Compete with ‘Conventional’ Brands/Competitors?

Example activity related to materials for week two. Students are invited to choose a sustainable brand, and analyse their marketing strategy (considering, between others, what tactics they use to compete against substitutes). The activity is presented to students as follows.

Choose a sustainable brand (e.g., Ecover, LUSH, Patagonia) and check what they do in terms of marketing (e.g., how they promote themselves, how they ‘sell’ their products). Then answer the following question: What tactics do you think they use to *compete against substitutes*? (e.g., how do they compete against price for instance?). This activity should take around 15 minutes to be completed.

Behaviour, Knowledge, and Belief objectives

Example activity related to materials for week three. Students are described an initiative by Levi's, focused on reducing water pollution and scarcity, encouraging consumers to wash less. They need to identify the behaviour, knowledge and belief objectives related to the initiative. The activity is presented to students as follows.

Levi's sews a ‘Care tag for our planet’ into every pair of jeans they produce (the tag says ‘wash less, wash cold, line dry, donate or recycle’). The purpose of Levi's initiative is to reduce water pollution and scarcity; the focus is to encourage consumers to wash less (reducing water consumption and pollution); wash cold (which is more sustainable); and line dry (without using electricity). Could you identify *behaviour, knowledge and belief objectives* related to this campaign? This activity should take around 10 minutes to be completed.

Place Strategy

Example activity related to materials for week four. The activity is focused on ‘place strategies’. Students are presented with three scenarios, explaining the target audience and the goods they want to provide to them as part of the campaign. Students need to decide which distribution channels would be more appropriate (e.g., stand by the train station; stand outside university). The activity is presented to students as follows.

Imagine where these target audiences hang out and what *distribution channels* (for goods/services associated with the campaign) you might consider:

- Groups of seniors you want to provide with small, portable pedestrian flags to keep and wave when entering crosswalks (campaign by the council).
- University students you want to provide with litter picking kits (campaign by Veolia and the University, for example).
- Cyclists you want to provide with a pair of free bike lights (campaign by Btwin and the police, for example).

This activity should take around five minutes to be completed.

Collaborations to Share Budgets

Example activity related to materials for week five. Students are presented with four scenarios and invited to share ideas for a potential collaboration between private sector and public sector/NGO so the budget could be shared for a campaign. The activity is presented to students as follows.

What ideas do you have for a potential *collaboration* between private sector and public sector/NGO (e.g., LEGO® and Save the Children):

- Influencing women to recognise the signs of a heart attack?
- Promoting reading every day?
- Trying to encourage sustainable consumption?
- Encouraging people to do more exercise?

This activity should take around 10 minutes to be completed.

Online Quizzes

Throughout the duration of the course, the lecturer also invites students to complete quizzes online (to review materials). Quizzes are formed by multiple choice questions, and normally include ten questions. Formative feedback is also provided in relation to the answers given to the quiz. Example of a quiz question is presented below.

When implementing your sustainable marketing campaign, you could organise the phases based on the 'Stages of Change' theory. In the first phase you would be targeting:

1. Those who are not aware about the social/environmental issue you are trying to tackle.
2. Those most ready to undertake the behaviour.
3. Those who start showing some awareness about the social/environmental issue.

4.7. ASSESSMENT

This course is assessed through two pieces of work; a team project and an individual assignment.

Team project

Students work in collaboration with a local NGO and design a marketing campaign focused on a real challenge the organisation is facing (e.g., build awareness related to their services, recruitment of volunteers). Importantly, due to the course having only five ECTS, students are only required to provide a proposal for the campaign (explaining the focus, target audience, marketing mix tools the organisation could use, how to evaluate the campaign, etc). They are not required to design/produce any materials for the campaign (although they are invited to provide ideas/examples on how these could look, if that would help the organisation). The format in which the team project is delivered is decided with the organisation (e.g., Power Point with notes, a report in Word format, a flyer), and should be agreed with the lecturer. The team project needs to be submitted two weeks before the end of the term, both to the lecturer and the NGO, and weights 40 % of the overall module mark.

Individual assignment

Students are also required to write a 1500-word individual reflection, based on the work developed for the team project and covering three specific areas: Application of sustainable marketing concepts and theories; Decisions regarding marketing strategy; and a Personal reflection, explaining how the team project and the course have influenced students' views on the role of marketing in society and sustainability. The individual assignment needs to be submitted on the last week of the term, and weights 60 % of the overall module mark.

4.8. PREREQUISITES

Required prior knowledge from students:

- Basics of marketing (if they have not acquired any marketing knowledge in the past, I recommend a book on ‘Principles of Marketing’, so they familiarise themselves with the topic, in particular targeting and segmentation, and the marketing mix).

Required instructor and their core competences:

- Lecturer (competences: sustainability, marketing, social marketing).

Required tools:

- Web-based virtual learning software, which allows lecturers to share resources (e.g., handouts, videos, web links) and also interact with students through features like discussion boards (e.g., BlackBoard).
- Video-editing tools such as Camtasia or Microsoft’s Video Editor (if lectures are not delivered face-to-face).

4.9. RECOMMENDED RESOURCES

For each week, the lecturer provides a set of handouts (Power Point or PDF format), activities to complete online (see subchapter 4.6) and a reading list. There are two recommended module core-texts:

- Martin, D., & Schouten, J. (2014). *Sustainable Marketing*. Pearson.
- Lee, N. R., & Kotler, P. (2016). *Social marketing: Changing behaviors for good*. Sage Publications.

Students are provided with *essential* and *further* readings as follows (some ‘key’ further readings are provided as examples, but the full reading list include several).

Social and environmental challenges and the role of marketing in sustainability: concepts and theories (Week 1)

- Essential readings:
 - Chapters 1, 4 and 8 of Martin & Schouten (2014).
 - Chapter 1 of Lee & Kotler (2016).

- Further readings:

- Gordon, R., Carrigan, M., & Hastings, G. (2011). A framework for sustainable marketing. *Marketing Theory*, 11(2), 143–163.
- Katrandjiev, H. (2016). Ecological marketing, green marketing, sustainable marketing: synonyms or an evolution of ideas. *Economic Alternatives*, 1(7), 71–82.
- Danciu, V. (2013). The contribution of sustainable marketing to sustainable development. *Management & Marketing*, 8(2), 385–400.

Pro-sustainable and pro-social behaviour: segmentation and targeting for sustainability (Week 2)

- Essential readings:

- Chapter 7 of Martin & Schouten (2014).
- Chapter 5 of Lee & Kotler (2016).

- Further readings:

- Poortinga, W., & Darnton, A. (2016). Segmenting for sustainability: The development of a sustainability segmentation model from a Welsh sample. *Journal of Environmental Psychology*, 45, 221–232.
- Kamenidou, I. C., Mamalis, S. A., Pavlidis, S., & Bara, E. Z. G. (2019). Segmenting the generation Z cohort university students based on sustainable food consumption behavior: A preliminary study. *Sustainability*, 11(3), 837.

Setting behaviour objectives: encouraging pro-social and pro-environmental behaviours and preventing harmful behaviours (Week 3)

- Essential readings:

- Chapters 6, 7 and 8 of Lee & Kotler (2016).

- Further readings:

- Emery, B. (2011). *Sustainable Marketing*. Pearson Education. (In particular chapter 5 “Motivating behavioural change”).
- Lefebvre, R. C. (2011). An integrative model for social marketing. *Journal of Social Marketing*, 1(1), 54–72.

Developing marketing campaigns aimed at addressing social and environmental issues (Week 4)

- Essential readings:
 - Chapters 10, 11, 12, 13 and 14 of Lee & Kotler (2016). Students do not need to read chapters 10 to 14 in full. They should focus on the first part of the chapter – i.e., the steps.
- Further readings:
 - French, J., Merritt, R., & Reynolds, L. (2011). *Social Marketing Casebook*. Sage.
 - Perkins, H. W., Linkenbach, J. W., Lewis, M. A., & Neighbors, C. (2010). Effectiveness of social norms media marketing in reducing drinking and driving: A statewide campaign. *Addictive Behaviors*, 35(10), 866–874.

Evaluating social and environmental impact: monitoring and evaluation (Week 5)

- Essential readings:
 - Chapter 6 of Martin & Schouten (2014).
 - Chapters 15 and 17 of Lee & Kotler (2016).
- Further readings:
 - Lučić, A. (2020). Measuring Sustainable Marketing Orientation—Scale Development Process. *Sustainability*, 12(5), 1734.
 - Verissimo, D., Bianchessi, A., Arrivillaga, A., Cadiz, F. C., Mancao, R., & Green, K. (2018). Does it work for biodiversity? Experiences and challenges in the evaluation of social marketing campaigns. *Social Marketing Quarterly*, 24(1), 18–34.

4.10. GENERAL TIPS FOR TEACHERS

I would recommend fellow educators provide as many examples as possible, while making links to specific concepts and theories. Some students ‘doubt’ the power of marketing for creating social and/or environmental good, believing marketing can only be used to ‘trick’ consumers and create a profit. The more examples you provide, the more students will believe in the broader role of marketing, and in how the field could actually contribute to the creation of positive impact.

I would also recommend providing the following advice to students, in particular when working on the team project:

- Research as much as possible about the organisation before your first meeting.
- Have a set of questions ready every time you meet the organisation (to maximise your time together).
- Make sure that the proposal you submit is realistic, so the organisation is able to make it tangible (considering their financial and human resources). If they do not possess the required financial or human resources, but you still believe the proposal is doable, suggest ways to find those resources (e.g., recruiting a marketing volunteer/trustee).

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