

EXPLORING MACROECONOMICS STUDENTS' EXPERIENTIAL LEARNING CYCLE USING ECONLAND SIMULATION

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Kolb's experiential learning cycle has become more significant in the past decades among the community of scholarship of teaching and learning. Simulation is one tool to help students engage in the experiential learning cycle, and it is increasingly proposed as an alternative way of learning in Economics. This study investigates the experiential learning cycle stages; concrete experience, reflective observation, abstract conceptualization, and active experimentation, using a simulation game called "Econland" in Principles of Macroeconomics courses. The simulation offers undergraduate students a real-world experience of policymakers by making decisions on tax rates, interest rates, and government budgets for seven periods. The study evaluates the effect of engaging students in each stage of Kolb's experiential learning cycle by conducting data analysis and assessment from a survey on students' learning preferences, two reflective essays, and game strategy statistics.

