

MODULE CODE: ECPT6009

ASSESSMENT COMPONENT: A1

STUDENT NAME: Lewis Evans

STUDENT NUMBER: 2008375

Generative AI declaration

Use of Generative AI in Assessment

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AI Acknowledgement

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I confirm that I have not presented any AI generated materials as my own work.

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Research Project

What impact does increasing practice-based learning within higher education filmmaking have on learner engagement?

Introduction

The context for this action research is a filmmaking university course that I am undertaking my teaching placement on.

Filmmaking is a practical career, requiring skill over equipment, production, and post-production editing software. During my placement, I have observed a heavy focus on theory lectures, with little emphasis on practical lessons which leaves the fantastic equipment and facilities underutilised. Naturally, filmmaking courses should inherently lean towards developing those practical skills, with theory to support. The current course structure has a heavy emphasis on theoretical filmmaking with practical work to support once per week. From a pedagogical standpoint, the course appears to be of a constructivist nature but currently leans on behaviourist approaches. Consequently, learners appear to disengage during lessons. Jason Kohl (2015) gives several reasons to attend film school, the most compelling is that film school is about allowing learners the freedom to fail and develop their voice as a creative (Kohl, J. 2015, pp. 8-33). This idea immediately conflicts with a behaviourist approach of operant conditioning (Skinner, F, B. 1938). The thematic concern is exploring the impact of a potential mismatch between pedagogy and learner expectations.

The aim of this action research is to investigate whether increasing structured practical activities within higher education filmmaking can improve student engagement and assessment outcomes. This leads to the question that will drive the action research, which is *what impact does increasing practice-based learning within higher education filmmaking have on learner engagement.*

Literature review

This literature review will serve as the reconnaissance for the action research question.

How can experiential learning support student development in higher education filmmaking?

To understand how theory can support practice requires an understanding on the relationship between them. John Biggs and Catherine Tang (2007) suggest that the relationship can be defined as quantitative learning, the pursuit of increasing knowledge such as theory-based learning, and qualitative learning, the pursuit to deepen knowledge such as practice-based learning (Biggs, J. and Tang, C. 2007, p. 79). This understanding supports the idea that within creative courses, lectures function to increase student knowledge while practical lessons refine the learning.

Research has suggested an exploration into experiential learning theory developed by John Dewey (1938). Dewey (1938) looked to challenge the established order of education in what he described as traditional vs progressive education. It is through this work that Dewey's theory of *learning by doing* originated. Dewey (1938) argued that traditional education is static in its approach of delivering learning as a finished product, ignoring progressive learning which considers that ideas change with experience, forming new insights that occur naturally (Dewey, J. 1938, p. 19).

David Kolb (1984) further developed the ideas of experiential learning and created the *experiential learning cycle*. The cycle follows the process of a concrete experience, observation and reflection, abstract conceptualisation, and active experimentation (Kolb, D. 1984, p. 21). Kolb (1984) believed that experience bridges the gap between passive learning and active learning with experiences serving as the driving force of learning. The cycle demonstrates how an experience is the foundation to which reflection builds upon, inspiring new ideas or approaches that require experimentation, leading to new experiences and so on (Kolb, D. 1984). From a filmmaking or creative perspective, this model could work by simulating experiences through workshops, with reflection being supported by theory lectures. This provides the space for students to learn from the experience itself, allowing them to ideate approaches for the next simulated experience.

Further research into experiential learning has led to the idea of *reflection-in-action* developed by Donald Schön (1983). Schön (1983) describes the model of reflection-in-action as the ability to use experience both past and present to correct errors in real-time to improve the immediate outcome of a situation. The model emphasises the notion of ‘feeling’ the situation to ascertain best course of action over maintaining the current course of action and reflecting afterwards (Schön, D. 1983, pp. 49-69). The research suggests that Schön’s (1983) reflective model is the ultimate refinement of the theories developed by Dewey (1938) and Kolb (1984) by presenting an overarching purpose to applying experience to learning.

There are however criticisms of experiential learning regarding assessment strategies. Cecilia Chan (2023) discusses this criticism by highlighting contributing factors to the difficulty of assessing learning through experiential models. Chan (2023) argues that experiential learning is effective in developing holistic competencies such as critical thinking and problem solving but is difficult in developing specific outcomes relevant to the discipline of study. Factors such as failure to design authentic experiential assessments that mimic the real world can cause a disconnect for students regarding the assessments relevancy to their aspirations. Experiential learning also presents a challenge for generating measurable markers for assessment. Chan (2023) elaborates on this by arguing that academic knowledge is measurable so far as a teacher can observe whether a student knows something or not, whereas observing how well a student can critically think or problem solve is significantly harder to measure. Chan (2023) concludes this point by arguing that assessment based on experiential learning is difficult to measure when considering development in a specific discipline (Chan, C. 2023, pp. 55-59). Alternative literature such as Ann Gravells (2021) puts forward several methods for assessment. Further reading argues a consideration for peer and self-assessment. This method invites students to be part of the assessment process which allows greater responsibility and incentive for engaging in learning. It aligns more with experiential learning as it invites students to use their experience to evaluate development (Gravell, A. 2021, p. 3).

How do learner styles influence engagement in creative subjects?

The literature so far has explored experiential learning as a way to shift the teaching focus from theory to practice. Within this framework exists the students as individuals,

each with their own experiences and style of learning. Neil Fleming and Colleen Mills (1992) considered learning through sensory engagement such as visual, aural, read/write, and kinesthetic. Fleming (1992) theorised that lessons should aim to utilise a variety of these sensory modes of retention to maximise engagement (Fleming, D. N. and Mills, C. 1992, p. 138).

Neil Fleming's ideas focussed on how information is communicated whereas, Alan Mumford and Peter Honey (1992) explored how students process the information. Honey and Mumford (1992) developed their theory based on David Kolb's (1984) experiential learning cycle (Pratchett, T. and Young, G. 2016, p. 8). Honey and Mumford (1982) theorised that there are psychological differences that influence how people learn and approach situations. Honey and Mumford (1992) suggest that people can be categorised as one or more of the four learner styles which are activists, reflectors, theorists and pragmatists (Honey, P. and Mumford, A. 1992, pp. 10-26). According to this theory (1992) activists learn best through experiences with corresponding traits such as being open minded to new challenges that allow them to come to their own conclusions, while pragmatists like to engage by putting theories or ideas to the test and prefer practical work that applies to real-world situations (Honey, P. and Mumford, A. 1992, pp. 10-26).

Research conducted for the journal of education and educational research (2023) explored learner styles influence on student engagement. The results of the research demonstrate that within humanities subjects at college education the dominant learning style is converging, another term associated with the pragmatist learner style, followed by accommodating, closely related to activist (Li, X. 2023, p. 76). The results from this research can be supported by Murray Goodard (2022) who explored integrating B.F. Skinner's theories into creative subjects. Goodard (2022) claims that Skinner's ideas on stimulating creativity requires the ability and willingness to question the validity of commonly accepted ideas (Goodard, M. 2022, p. 235). Traits closely associated to activists and pragmatists (Honey, P. and Mumford, A. 1992, pp. 10-26). This research puts forward that these learners embody the ideas of experiential learning and seek opportunities to experiment and challenge ideas. Failure to stimulate this, could lead to disengagement.

Does the role of the lecturer need to evolve within higher education filmmaking?

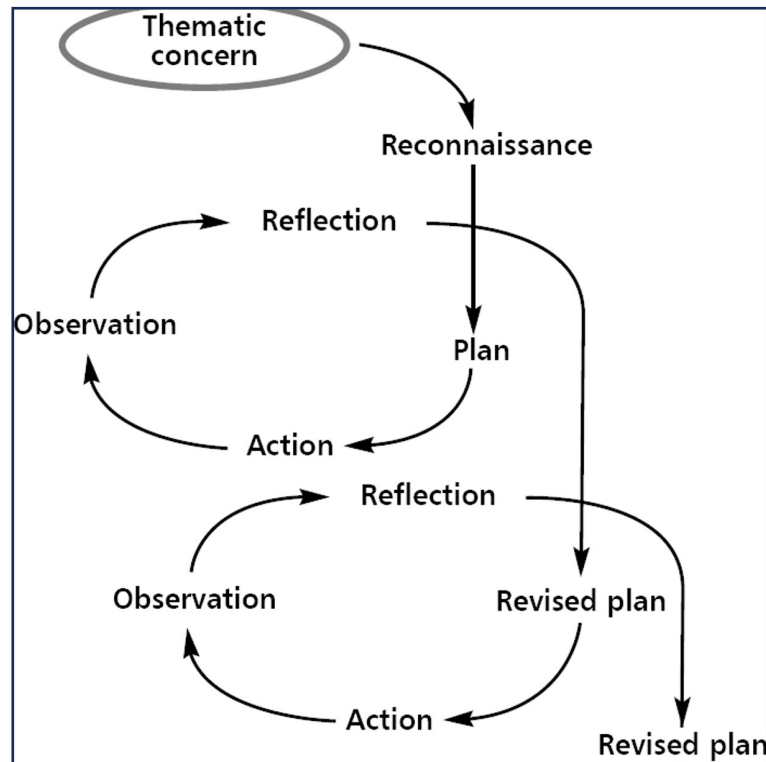
When considering the ideas of stimulating creativity (Goodard, 2022), through considering learner styles (Honey, P. and Mumford, A. 1992. And Fleming, D, N. and Mills, C. 1992), through the experiential learning cycle (Kolb, D. 1984), how then does this idea influence the role of the traditional lecturer. Phill Race (2020) puts forward several methods for teaching, highlighting the behaviourist route of teacher-centred learning being considered the traditional method of “stimulus, response and reward” (Race, P. 2020, p. 4). Research puts forward that this method of teaching derives from B.F. Skinner operant condition (1938) that suggests teachers are the primary source of controlling learner outcomes (Skinner, F, B. 1938). The reading and research under this literature review would suggest that this approach is not optimal within creative disciplines in higher education where students may want to challenge ideas. John Marshall Reeve’s (2006) journal article details the argument for teachers to shift from being controllers of learning to facilitators of learning rooted in Edward Deci and Richard Ryan’s self-determination theory (Deci, E. and Ryan, R. 1985). Reeves (2006) details that by becoming a facilitator of learning, a teacher allows students autonomy over their learning by linking it to their personal requirements (Reeves, J. 2006, 225-236).

Considering lecturers as facilitators suggests a shift from lecturing to conversing. Eric Parsloe’s (2022) work suggests conversations for development are at the heart of coaching and mentoring. Parsloe (2022) argues that anyone could be a coach, they focus outwardly through open-ended questions, whereas a mentor, while still utilising the same skillset, are more specific and therefore bring their own knowledge and experience into the conversation (Parsloe, E. 2022, p. 1-6). This appears to fall in line with the ideas of experiential learning, making a strong suggestion to consider lecturers in filmmaking as mentors with industry experience that can be used to support student development. Lucy Fischer (2012) supports this suggestion when discussing pedagogy in filmmaking by arguing that becoming a mentor within filmmaking requires more than a teaching background. Fischer (2012) claims that even those with relevant teaching backgrounds, if they are only well versed in film theory, will be unprepared to teach film without the corresponding real-world experience that students may look for in their mentors (Fischer, L. 2012, p. 249-263).

To conclude this reconnaissance literature review, experiential learning appears to effectively bridge theory and practice in creative subjects by encouraging reflective learners and allowing autonomy over their development. However, the challenges in assessment and catering to a variety of learner styles require adaptive teaching approaches. This may require educators in this discipline to explore redefining their role as a lecturer as a facilitator or mentor to support better engagement and meaningful development in higher education filmmaking.

Methodology

This study used the action research spiral developed by Stephen Kemmis and Robin McTaggart (1988) as the methodology to investigate and ideate recommendations for future improvements within my teaching practice in higher education filmmaking.



(Kemmis, S. and McTaggart. 1988, figure 1.1).

The spiral model was used as the primary methodology for this study because it allows for reflection to adapt future approaches. The research statement may require several cycles before a definitive conclusion can be made. However, due to time constraints, only one cycle of the action research spiral was achieved (Kemmis, S. and McTaggart. 1988). This approach also encourages considering my action research through a thematic concern which in this study was exploring an effective balance between theory and practice within higher education filmmaking. Continuing with the spiral led to a reconnaissance which took the form of a literature review to develop my understanding on current thinking and ideas such as experiential learning. From this I developed a plan that I implemented during lessons that I designed and delivered while co-leading a level 4 module on my teaching placement. My plan for this study was to change the balance of the day with the students by having a shorter lecture, followed by longer practice time. From here I was able to observe the impact of this with a particular focus on learner engagement. After executing my plan and

observation, I have reflected on the experience to create recommendations for improvement or areas for further research.

Primary research was not used for this study due to time constraints, which is the further benefit of using action research. My placement is typically unpredictable with regards to when I am able to create lessons and deliver them. Action research allowed flexibility which enabled an adaptable approach to this study. Further benefit to this flexibility is that action research, specifically the spiral approach, does not present research as a finished artefact, but rather acknowledges that learning is a continuous process. Regarding my practice, I can use my observation and reflections to further develop appropriate strategies to address the thematic concern.

Action research supports putting theory into practice. This is a good representation of the thematic concern of acknowledging that learning theory creates a foundation of knowledge but applying that learning to real-life situations helps refine skills and understanding. This has been especially effective in bridging the learning achieved in the literature review and my practice for professional development. And finally, action research provides the space for me to use my personal experiences through this study and apply them to creating meaningful recommendations that not only allow development in my practice, but potentially meaningful change that positively impacts student experiences within the context of my practice.

To gather observational data, I will revise my teaching approach for one lesson during my placement of study by having a shorter lecture, followed by longer, purposeful practical tasks.

Results, Discussion, and Recommendations

Student engagement

The purpose of this study was assessing student engagement when practice-based learning is increased. A key finding based on my experience was that student engagement appeared to increase when the links between the theoretical aspects of the lecture were communicated clearly with the practical activity. Structuring lessons around short lectures, which for this study was 45-minutes, supported by relevant tasks appeared to give students a clear sense of purpose which improved participation in discussions. A key variable to the success of this study was setting the expectation at the start of the lesson that the lecture content would directly inform the practical elements of the day, this provided students with motivation to engage with the theoretical portion of the lesson to enhance their work.

This finding and experience strongly aligns with David Kolb's (1984) experiential learning cycle, particularly the relationship between abstract conceptualising and active experimentation. In this action research, the short lecture functioned as the conceptual stage, while the practical tasks provided an opportunity for immediate experimentation. This helped reinforce the ideas being presented to the students which took the learning from passive to active. Kolb's (1984) ideas emphasise that learning is most effective when learners are encouraged to move between theory and practice. For example, for the purpose of this action research a segment of my lesson was about active listening when conducting an interview and the skillset of using open-ended questions to find depth from the interviewee's answers. While I could have done a more traditional lecture, I found that using experiential learning had a more positive impact on the learning by including an activity. The activity was simple, in pairs take turns talking and listening for 4-minutes and then swap. As the listener, you need to guide the conversation and get more information out of the person talking. The intent was to feedback to the class what they discovered from using the techniques from the lecture. The response was overwhelmingly positive regarding engagement when compared to previous experiences I have had when teaching this cohort. This suggests that my previous approaches may have overemphasised abstract conceptualisation without enough opportunity for application through active experimentation (Kolb, D. 1984).

The experience also reflected John Dewey's (1938) arguments that traditional education presents knowledge as a finished product, which can contribute to disengagement by disconnecting ideas to learners experiences (Dewey, J. 1938). My revised approach allowed students to construct their own meaning to the learning by identifying gaps in their knowledge and skills through reflection. This was especially useful regarding the listening task as it allowed the students to practice the skillset of interviewing before conducting their own interviews for their live client brief module where they need to conduct real interviews for promotional material.

Impact on learning

In addition to increased engagement, the action research suggests a positive impact on the quality of learning achieved. Students appeared to demonstrate a stronger understanding and confidence regarding the concepts presented after the practical elements of the lesson. Filmmaking is a practical skillset which inherently requires a practical approach to deepen knowledge. For the purposes of the students current module, they are required to produce a documentary. So far, they have had lectures with little practical elements for development. During my 45-minute lecture I recapped modes of documentary filmmaking with interview styles and then set the following task, in 4 groups, each were assigned a documentary mode, an interview style and a topic, they then had to produce a 1-minute piece that encapsulates all that they have learned. This supports the research into John Biggs and Catherine Tang (2007) regarding the distinction between quantitative and qualitative learning. The teaching approach has been focussed on increasing the amount of knowledge they have, but now I wanted to shift the focus into turning what they have learnt into quality skills and knowledge (Biggs, J. and Tang, C. 2007). This approach provided a space to apply the learning to their projects which will contribute to producing high quality work as well as developing professional and practical skills for real-world opportunities. Students seemed to engage in deeper discussions regarding the lecture concepts as they could now build upon the ideas through their experiences, allowing better critical analysis in their reflections and feedback by comparing and contrasting their experiences to those of their peers against the theories.

The practical elements served as a better demonstration of the students capabilities for their own learning. By getting to actively participate using the equipment and

theories, the students were able to identify more clearly areas for improvement. This is extremely useful for both their own long-term development, but also for their immediate project of producing a piece of work in accordance to a live client brief.

It is important to recognise an important limitation regarding these findings. Due to time constraints, my findings rely on my observations rather than measurable primary data. This means that I cannot definitively link improved outcomes to improvements in engagement that I observed. While I do have several indicators of improved behaviour and enhanced learning such as increased participation in tasks and discussions, and active problem solving during the main task of producing the 1-minute documentary, primary data would need to be gathered to make a definitive claim that these indicators would result in improved assessment outcomes.

Student feedback

Despite not using formal primary research, informal student feedback was provided during class discussions and the practical task. Comments were made that the revised approach aligned closer to their expectations of how the course would operate. Other comments were themed around the tasks helping them to better their understanding of the concepts that have been presented in lectures during this particular module. They emphasised that due to this module being for a live client brief, the stakes felt higher, so having opportunities to better their practice through trial and error meant that they felt more confident going onto their film sets for this project.

These discussions highlighted the research on learner styles by Neil Fleming and Colleen Mills (1992) and Alan Mumford and Peter Honey's (1992). I took the ideas presented by both theories and applied them by using a wider variety of materials during the lecture such as video examples, and demonstrations. The feedback also suggests the need to further consider the findings from the 2023 research paper on how activist and pragmatist learners make up a significant portions of the cohorts in humanity courses (Li, X. 2023, p. 76). The facilitation of a learning environment that aligns with student expectations, could make a strong argument for better learner outcomes. However, further research and primary data is required to make a definitive claim. I did observe however, better learner engagement as a result of this revised approach.

Reflection on teaching practice

A significant outcome from this action research was the impact on my own teaching practice. The change in my approach by focussing on practice over theory had a positive impact on my confidence, energy and engagement with the learners. I theorise that this could be attributed to the feeling that my lesson was creating value for my learners compared to previous approaches.

This experience also reflected the value of action research as a tool for professional development. By using the action research cycle to align my work to addressing a concern that I have identified within my practice, personally helped keep me motivated. Not only did I feel I was contributing to a wider field of study, but I also felt like I was experiencing the principles of my research. My action research has focussed on how experiences can help deepen understanding, and I feel I have personally achieved this by putting the theories of my literature review into practice.

Recommendations

Based on the findings and experience of this action research, several recommendations can be made to potentially enhance teaching practice within my area of interest.

Firstly, further research is required to ascertain a better understanding on the impact of practice-based learning on learning engagement. This study is isolated to one cohort of level four but to broaden my understanding and take the research from qualitative to quantitative, I should consider broadening the study to include all three levels. This would be a logical immediate next step, however, to take the research further in the future, I recommend broadening the subject range to observe beyond film courses. If I were to continue this research without time constraints, I would like the research to explore the impact of scaffolded learning and how its incorporation into experiential learning impacts learner engagement further and assessment outcomes across levels and disciplines.

Secondly, there is a need to further explore within my practice a blended teaching approach that implements theory and practice within the same lesson. I acknowledge that this experience was limited to level four. However, this course has three levels studying simultaneously. This means that there needs to be a consideration within my

teaching practice for constraints such as equipment availability, staffing, and time. This requires a strong consideration for incorporating elements like demonstrations, simulations, and interactive tasks that can be used during lectures and require no external factors to perform. This will help maintain the approach developed during this action research. Additionally, a strong recommendation can be made that learner styles should be considered in the course design to ensure that higher education courses are aligning with the learner styles and the disciplines they gravitate to.

Thirdly, future studies should incorporate primary research and data collections such as surveys and interviews of the learners experiences to strengthen recommendations. Furthermore, primary research would extend to gather data on learner outcomes which will further deepen understanding to the extent the ideas of this action research impact learner engagement. Currently, the claim is that I can clearly observe that practice-based learning has a positive impact on learner engagement, however, this does not prove that learner outcomes improve consequently. Further research and primary data collection on assessment outcomes would strengthen the credibility of this research.

Concluding this discussion, this study has highlighted the value of integrating theory and practice within higher education filmmaking. The learning achieved in this first cycle of action research is not limited to creative subjects. There is value in the ideas explored for other areas of interest and disciplines. By aligning teaching approaches with experiential learning, educators can enhance engagement which can support deeper learning, potentially improve assessment outcomes and better prepare students for the demands of their discipline.

Conclusion

In conclusion, this action research set out to investigate whether increasing practice-based learning within higher education filmmaking, could improve student engagement, and potentially learner outcomes. The study was grounded in a pedagogical thematic concern of exploring a mismatch between the practical nature of filmmaking and the teaching strategies being used which predominantly emphasised a theoretical approach. To observe the impact on learner engagement, I applied the action research by implementing a reversed approach to my own practice by prioritising practical tasks to align with student expectations.

The findings of this action research suggest that the integration of practical elements within teaching can positively influence student engagement. Learners demonstrated higher motivation levels and participated more actively in discussions wherein they displayed deeper understanding than previously observed prior to this study. The use of experiential learning helped reinforce the theoretical elements of the lesson by providing purposeful tasks that aligned with the requirements of the module. This appeared to create an immediate link to the relevance of the lessons purpose to the wider requirements of the course. Informal feedback further validated my observations with expressions of students valuing the lesson due to its better alignment with their expectations and relevancy to their personal goals for development. The implications of this suggest that teaching practice in higher education filmmaking may require rethinking the role of the lecturer as a facilitator or mentor.

However, this study is limited by its reliance on observational data over primary data and its focus on a single cohort. Without further research extending in both time and scale to assess the impact on learner outcomes from a variety of cohorts, it is not possible to definitively link increased engagement to improved academic outcomes from this study as a result of increasing practice-based teaching.

Future research should seek to incorporate quantitative data collection across multiple cohorts and disciplines, exploring not only engagement but also primary measurable data such as grades and assessment strategies, to strengthen the study's evidence for the impact of practice-based learning in higher education filmmaking.

Final word count – 4,367.

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