Leveraging Industry Experience to Enhance a Professor’s Ability to Teach Applications of Theory

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ABSTRACT

Numerous trends in higher education are aimed at exposing students to experiences outside the classroom to better understand how theories are applied. Trends like engaged learning, service learning, and to some degree, the flipped classroom, are attempts to expose students to real world problems and encourage them to engage with the community to practice techniques learned in the classroom. However, little attention has been paid to the question of whether having a professor with industry experience affects a students’ ability to effectively apply theories and little has been done to explore techniques to increase the industry experience of faculty.