INTRODUCTION TO VOLUME 14: EXPERIENTIAL LEARNING FOR THE TWENTY-FIRST CENTURY

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ABSTRACT

In this special edition of the *Journal of Security, Intelligence, and Resilience Education* (JSIRE), Experiential Learning for the Twenty-First Century, academics from homeland security, emergency management, cybersecurity, public health, nursing, and fire protection and safety engineering shared their innovative experiential learning experiences. Experiential learning includes active learning, clinical practice, collaboration, fieldwork, gaming, participant action research, tabletop exercises, role-playing, and reflection. Approaches include alternate break experiences, apprenticeships, client-based service learning, internships, leveraging industry advisory boards, service learning, semester abroad programs, simulations, policy analysis, professional development, tabletop exercises, team-led education, and work-study programs.

Keywords: experiential learning, higher education

INTRODUCTION

Students learn best by "doing." In this special edition of the *Journal of Security, Intelligence, and Resilience Education* (JSIRE), Experiential Learning for the Twenty-First Century, academics from fields ranging from emergency management and public health to industrial hygiene and cyber security shared their experiential learning and best practices. Experiential learning includes active learning, clinical practice, collaboration, fieldwork, participant action research, problem-solving, reflection, and role-playing. Approaches include alternate break experiences, apprenticeships, client-based service learning, internships, leveraging industry advisory boards, service learning, simulations, semester abroad programs, policy analysis, professional development, tabletop exercises, team-led education, and work-study programs. Topical issues include theory, teaching in a COVID-19 world, risk management, decision-making, professionalism, institutional enablers and inhibitors, systems thinking, preparedness, workforce development, and climate security.

JSIRE is pleased to present 13 unique experiential programs and initiatives best told by their creators and teachers. The goal is to promote experiential learning in security, intelligence, and resilience education. This special edition was made possible by the hard work of three Special Editors, Dr. Thomas Carey (Monmouth University), Elizabeth Dunn (University of South Florida), and Rebecca Morgenstern Brenner (Cornell University).

CLIENT-BASED SERVICE LEARNING

Professors Elizabeth Dunn and Herman Joseph Bohn, Jr.'s *Public Health Innovation Studio* undergraduate course at the University of South Florida examines the needs of vulnerable populations experiencing disasters. Topical issues include systems thinking, vulnerable population assessments, logic models, social network analysis, and social determinants of health modeling. The client-based service-learning course allows students to collaborate with community partners, faculty, and graduate students, building community preparedness, resilience, and university-community bonds.

DEVELOPING THE HACK-ALONG

Professor Christopher Whyte's *hack-along* at Virginia Commonwealth University helps students navigate the challenges of cyber defense and security. Topical issues include advanced persistent threats, cyber conflict, cyber operations, and simulations. Students actively assume attacker and defender roles in challenging cyberspace scenarios alongside subject matter experts. The hack-along leverages students' cyber knowledge with simulated real-world experiences.

EXPERIENTIAL LEARNING AMIDST DISRUPTION

Professors Amy Woodbury Tease and Travis Morris' case study of Norwich University's *The Other Side of Innovation* course examines the impacts of the COVID-19 pandemic on faculty and student experiences. Topical issues include assessment, collaborative virtual learning processes, and project management. Woodbury and Morris delineate the revision of the core course project in collaboration with the International Spy Museum in Washington, DC. Tease and Morris called for a body of pedagogical scholarship that examines higher education disruptions and resilience.

BUILDING HOUSES, ACTIVE CITIZENS, AND DISASTER RESILIENCE

Professors Roni Fraser, Ronald Schumann III, and Mary Nelan's Alternate Break Experience (ABE) at the University of North Texas immerses students in the lives of crisis victims. Topical issues include active citizen pedagogy, social justice, and student engagement. The student-led program aims to raise lifelong awareness of social justice issues through community-based education and engagement. The University of North's January 2028 ABE immersed students in the lives of Lower Ninth Ward residents in New Orleans, Louisiana. Students performed community service, interacted with citizens, and visited historical sights.

EMERGENCY MANAGEMENT ON THE WILD SIDE

Professor Jeffrey Pellegrino's *Emergency Management in Remote Settings* course at the University of Akron takes students on a tour of the wild side, the wilderness. Topical issues include remote emergencies, competencies, professionalism, and decision-making. The experiential learning course was designed to prepare students to manage stress in real-world settings. The course consists of team, field, and tabletop exercises, first aid, and behavioral assessments.

PROFESSIONAL SKILLS IN HOMELAND SECURITY

Professors Cihan Aydiner and Tanya Buhler's *Professional Skills in Homeland Security* course at Embry Riddle Worldwide University prepares students for future careers. Topical issues include professionalism, ethics, human resource processes, program management, leadership, and workplace expectations. Students prepare resumes and cover letters and prepare for interviews with potential employers, some of which lead to highly sought-after internships.

EXPERIENTIAL LEARNING FOR NONTRADITIONAL STUDENTS IN AN ONLINE, INTERDISCIPLINARY MASTER'S PROGRAM IN CYBERSECURITY

Professor Maeve Dion's analysis of the University of New Hampshire's *Masters in Cybersecurity Policy and Risk Management* program focuses on student engagement. Experiential learning is woven into the curriculum. Topical issues include internships, fieldwork, clinical practice, and simulations. Many nontraditional students work in the field, experiment in a safe classroom space, and are eager to apply new knowledge in their current jobs.

BESPOKE EXPERIENTIAL LEARNING FOR STUDENTS AND FACULTY ALIKE

Professor Kelly Sundberg and Marva Ferguson's *Professional Studies* program at Mount Royal University requires students to collaboratively develop a policy paper or similar artifact. Topical issues include professionalism, cybersecurity, and body-worn cameras. In two iterations of the program, students examined the means for the police to combat cybercrime and the efficacy of body-worn cameras. Students found that the course helped prepare them for the field and to secure employment.

CLINICAL NURSE LEADER RESILIENCE EDUCATION THROUGH FOUNDATIONS OF HEALTH SYSTEMS AND POLICY

Professor Emma Kurnat-Thoma's *Foundations of Health Systems and Policy* course at Georgetown University prepares nurses for critical workforce and healthcare equity challenges. Topical issues include clinical practice, healthcare inequities, policy analysis, technology, and performance improvement. The experiential learning course incorporates the tenets of *cura personalis* (care for the whole person) rooted in Ignatian pedagogy.

EXPERIENTIAL LEARNING IN HIGHER EDUCATION FOR THE 21ST CENTURY

Professors Virginia Charter, Timothy Wilson, and Robert Agnew's analysis of Oklahoma State University's *Fire Protection and Safety Engineering Technology* program focuses on applying theory in laboratory settings and program assessment. Topical issues include fire science, mechanics, occupational safety, and risk management. Industry experts praise the FPST program, particularly the experiential learning components, for preparing graduates for the field.

OVERCOMING RESISTANCE TO CLIMATE CHANGE ADAPTATION IN RURAL AREAS THROUGH SCALABLE CLIENT-BASED SERVICE-LEARNING

Professors Rebecca Morgenstern Brenner and Marc Anthonisen's service-learning projects at Cornell University foster climate change awareness and adaptation. The projects leverage New York State's Climate Smart Communities program. Takeaways from the projects include effective community compost programs, climate vulnerability assessments, drought vulnerability assessments with direct impacts on local fire services, and awareness of green jobs.

THE COASTAL LAW ENFORCEMENT ANALYSIS AND RESEARCH INITIATIVE

Professor Jonathan Smith of Coastal Carolina University provides insights into the *Coastal Law Enforcement Analysis and Research Initiative* (CLEAR) program. CLEAR immerses students in client-based threat analysis. Partnered with agencies with real-world intelligence needs and limited resources, students grapple with intelligence operations, including organizing and analyzing large volumes of data and information.

DROWNING IN POVERTY

Professors Jeffrey Pellegrino and Samuel Hudik's game-based community exercises at the University of Akron include a poverty simulation that immerses students, faculty, and community partners in near-real-world disaster experiences. The simulation fosters professional development, social justice attitudes, and resilience. The exercise calls attention to a gap in emergency management curricula; limited awareness of disaster victims' experiences and perspectives.

WAYS FORWARD

Experiential learning provides students, faculty, and organizations opportunities to bridge the classroom-to-workplace gap. This special edition of JSIRE provides prescient insights into innovative methods and practices that help prepare students for twenty-first century careers. Academics and agencies are encouraged to adapt these methods and techniques, tempered, and scaled to their unique needs.

JSIRE salutes and thanks our authors for sharing their experiential learning methods and practices with our readers.

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