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Experiential Learning and Its Influence on Social Change

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EXPERIENTIAL LEARNING AND ITS INFLUENCE ON SOCIAL CHANGE

by:

Treesa R. Woods

A Comprehensive Article and Research Literature Review

to the Faculty of the Graduate School,

Marquette University

in Partial Fulfillment of the Requirements for

the Degree of Masters of Leadership Studies

Milwaukee, Wisconsin

December 2011

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Abstract

This research study is presented as a final project in fulfillment of the capstone requirement to the College of Professional Studies and the graduate school at Marquette University. This research study was presented with Dr. Jay Caulfield at the ISSOTL (International Scholarship of Teaching and Learning) conference, October 22, 2011. The research study included previous and current graduate students enrolled in the Nature of Cities course in the spring of 2008 and the Models of Sustainability course in the spring of 2011 within the public service program at Marquette University. Both of these courses were graduate courses that had substantial experiential learning experiences incorporated into their course design. This research study identified how experiential learning activities may add to a graduate student's engagement and awareness of social issues. In addition, the research findings within this study are intended to give a general overview of how the participants' experiential learning experiences have influenced and or changed their behavior. This study is inclusive to an introduction, literature review, overview of participants, methods, findings and discussion, limitations to research, additional research, and conclusion. It is the researcher's intention to include an additional 10 participants within this study that will comprise of students enrolled in the Models of Sustainability course at Marquette University during the summer of 2010. Upon completion of this research study, it is the researcher's objective to publish this study as an article within the Journal of the Scholarship of Teaching and Learning.

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Introduction

Today's students are exposed to world events that require a depth of cross cultural understanding and recognition that education is far more than learning facts about a specific discipline while sitting in a classroom. College curricula are becoming more interdisciplinary in focus as evidenced by the interweaving of topics such as ethics, civic engagement, social responsibility and global studies within course work across curricula, with the intended goal of influencing students to become more socially responsible global citizens.

Experiential learning is popular among adult learners. Jarvis, Holford and Griffin (1999) define experiential learning as "the process of creating and transforming experience into knowledge, skills, attitudes, values, emotions, beliefs and senses. It is the process through which individuals become themselves" (p. 46). The Association for Experiential Education (AEE), from a survey of its more than 1,500 members, reports on its website (www.aee.org) that 26% of experiential learning occurs in the area of leadership development, 25% occurs within colleges and universities and 24% occurs in wilderness and adventure programs (2007). College curricula apply experiential learning to assist students in achieving learning outcomes, as adult learning research for the past several decades (Jarvis, Holford and Griffin, 1999; Kolb, 1984; Fenwick, 2001) has repeatedly demonstrated that adults learn effectively through experience. But does experiential learning, when targeted to increase awareness of a specific social problem, lead to socially responsible behavior specific to that problem in the long run? The purpose of this qualitative comparative study is to explore that possibility, and thereby gaining increased understanding and knowledge of how experiential learning activities can add to a graduate student's engagement and awareness of social issues.

Overview of Participants

This research project will provide an example of experiential learning involving previous and current graduate students enrolled in the *Nature of Cities* course in the spring of 2008 and the *Models of Sustainability* course in the spring of 2011 within the public service program at Marquette University. The first class identified in this study included current and previous graduate students who participated in a social experiment pertaining to urban poverty in the spring of 2008. The class in which the experiment took place was titled the *Nature of Cities*, which was a regular course offering for a graduate degree program in the public service program. To enhance their learning experiences, the students were given mock identities of graduate students who were of lower social economic status. Living their mock identities throughout the semester, the learners were able to engage in experiential learning activities. Their objective as students was to understand the effects of poverty and how easy it was to become homeless while working full time low-paying jobs.

The second class identified in this study included previous and current graduate students enrolled in the *Models of Sustainability* course in the spring of 2011. The main concentrated factor in this class was focused on issues that pertained to sustainability. Sustainability is defined as an “international movement for meeting the needs of current generations while preserving the capacity of future generations to meet their needs” (Sustainable world coalition, 2010). Within the *Models of Sustainability* course students were allowed the opportunity to explore the values, knowledge base, and organizational models of sustainability. The course involved class sessions and field trips to local initiatives that balance efforts to conserve natural resources, and generate economic opportunities that address issues of social justice. Students also explored resource materials as well as national and international organizations to identify

their personal and collective roles in the sustainability movement. Both of these courses were graduate courses that had substantial experiential learning experiences incorporated into their course design. This research study identified how experiential learning activities may add to a graduate student's engagement and awareness of social issues, exploring whether that increased awareness led to reported behavioral changes.

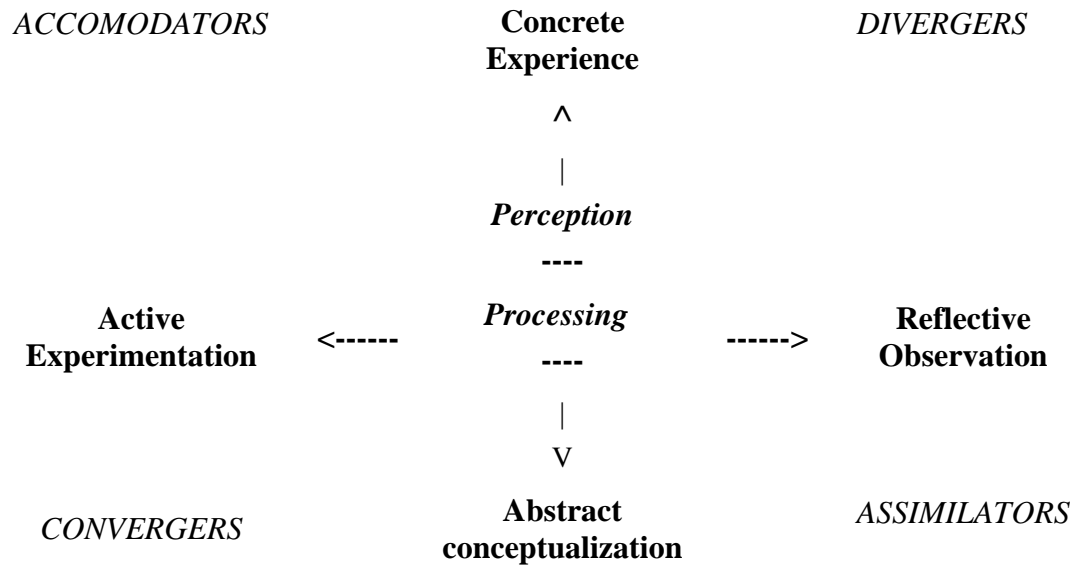
Literature Review

Experiential Learning

Experiential learning theory defines learning as “the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 41). Kolb's theory suggests that learning is a cognitive process involving constant adaptation to and engagement with one's environment. Individuals create knowledge from experience rather than just from received instruction. Conflicts, disagreements, and differences drive the learning process as learners move between modes of action, reflection, feeling, and thinking. Within Kolb's theory, different learning styles reflect learning preferences that can change with one's situation (Kolb & Kolb, 2009). Kolb (1984) represents the process of learning in a recurring model containing four different learning styles derived from bi-polar dimensions, specifically; concrete, abstract, reflective, and active.

Figure 1:

The Experiential Learning Cycle and Basic Learning Styles (Kolb, 1984).



Kolb (1984) explains that the learning cycle starts with concrete experience; when students have immersed themselves in the experience they endeavor to articulate that experience through reflective observation. The next phase is abstract conceptualization, where the students try to integrate and understand their experiences. This may lead to the students constructing theories and strategies, which may then be tested via active experimentation (Kolb, 1984). Kolb's model is particularly interesting, since it offers both a way to understand individual people's different learning styles, and also provides an explanation of a cycle of experiential learning that applies to us all (See Figure 1).

Experiential Learning and Education

The philosopher, John Dewey, was a major contributor to the experiential education tradition and wrote extensively of its importance to democratic society. In *Democracy and*

Education, Dewey (2007) proposed that “since democracy stands in principle for free interchange, for social continuity, it must develop a theory of knowledge which sees in knowledge the method by which one’s experience is made available in giving direction and meaning to another” (p. 248). Providing practical guidelines for such educational delivery in experience and education, he argued for “a sound philosophy of experience” (Dewey, 1938, p.91) with educators serving as facilitators connecting learning to students experiences; helping shape student understanding through “cooperative enterprise, not dictation” (Dewey, 1938, p. 72); and ultimately aiding in group social development as well as the development of individual judgment and exercise of power (Dewey, 1938, pp. 56–58).

Tara Fenwick, another contributor to experiential learning, proposed that experiential learning comprises several important theoretical frameworks that are vital to student learning. Fenwick’s (2001) experiential model is suggested to be highly effective to constructing student learning experiences, for it places the responsibility of learning primarily on the student. Fenwick (2000) explains that a major conception of experiential education assumes that a learner will reflect on concrete experience to build new understandings. Within Fenwick’s (2000) constructivist theory of learning she implies that as the learner reflects on lived experiences, these experiences are generalized to form mental structures. It is these structures of knowledge that are stored in memory as concepts that can be represented, expressed, and transferred to new situations, for they overall have an effect on how a learner perceives and interprets information. Fenwick’s (2000) situative perspective explains that learning is established by the situation in which a learner actively participates. The researcher further adds that such experiences can be specific interactions that occur within any social setting. In addition, Fenwick further implies that the psychoanalytic perspective outlines one’s ability to work through conflicts between the

conscious and the unconscious, and in doing so allows a learner to develop a better understanding of the learning process. The critical cultural perspective emphasizes the imbalance of how power and inequity is prevailing among various cultures, which may have a direct hindrance on social transformations of experiential learning. The enactivist perspective proposes that learning can be best understood through co-emergence, when each participant's understanding of knowledge co-emerges with collective knowledge of other participants.

Boulding (2000), renowned for her extensive academic work on the study and promotion of peace, has noted the power of experiential education and service learning, in particular in promoting peaceable communities (p. 232). Boulding (2000) also expresses her appreciation of experiential education for its ability to connect students to “real-life situations,” and expand students “personal development and capacity for intellectual analysis” (p. 231). Such activities are part of “open learning systems” that Boulding (2000) expresses as rooted in “values of human relationship and relationship to the planet;” Boulding (2000) believes universities should work to connect students to the world meaningfully and peaceably.

Leaders in both the American Association of State Colleges and Universities (AASCU) and the Association of American Colleges and Universities (AAC&U) have advocated for experiential education as a means of fostering civic and global engagement. In a May 2008 concept paper for AASCU, George Mehaffy, Vice President for Academic Leadership and Change, and Harry Boyte, the Co-Director of the Center for Democracy and Citizenship at the University of Minnesota, challenged institutions of higher education to remain connected to the communities in which their students are themselves engaged (p. 3). Boyte & Mehaffy (2008) suggests that higher education should be promoting “citizen learning” that connects students to place and gives them opportunities to develop their “skills and learning habits” to live fully and

integrally in a community (Boyte & Mehaffy, 2008, p. 5). Based on the generally accepted premise that learning occurs through experience, experiential learning has been and continues to be a vital way of learning for adult learners.

Service Learning

Service learning mediated courses have reliably reported high levels of student motivation for participation (Turner, 2002), and this level of motivation has been noted to be increased substantially when service learning was coupled with problem and project-based learning. In addition, research suggests that experiential learning can help students develop a positive attitude towards life, encourage acceptance of responsibility, promote community involvement, develop power of thought, and help them understand their strengths and weaknesses in the real world context, thereby inspiring personal growth through the development of global competencies (Eyler & Giles, 1999).

Eyler & Giles (1999) also noted that "service learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems" (p. 14). Eyler & Giles (2002) later argue that service learning is an especially effective teaching strategy for students to learn about complex issues, their situation in larger environments, and how complex systems are integrated and reliant on each other. Students gain experience and learning transfers because "students apply concepts repeatedly in real or realistic settings" (p. 148). In addition, Eyler & Giles (2002) research further indicated that students who show gains in the categories of "issue understanding, practical action planning, and critical thinking" (p. 156) were involved in service learning courses in which "reflection is intense and frequent, and tightly linked to service

experience” (p. 156), therefore further exemplifying how service learning is a true form of experiential learning.

As a critical element of service learning, Astin, Vogelgesang, Ikada, and Yee (2000) wrote that “service learning courses should be specifically designed to assist students in making connections between the service experience and the academic material” (p. 7). Additionally, Howard (2001) studied service learning and identified ten principles of good practice, providing a general framework for how service learning instruction should be embedded in a course, used, and assessed. Howard’s (2001) concluding principle was that the service-learning element of the course should be appropriately tied to community responsibility, strongly suggesting that the selection of service learning as an instructional strategy should be matched not only to community need, but desired community functions, roles, and responsibilities.

Methodology

The purpose of this comparative qualitative case study is to gain increased understanding of how experiential learning activities can add to a graduate student’s engagement and awareness of social issues. Denzin & Lincoln (1994) suggest that qualitative research is multi-method in focus, and involves an interpretive and naturalistic approach to its subject matter. Denzin & Lincoln (1994) further explain that the focus of qualitative research is to understand and represent the experiences and actions of the people as they encounter, engage, and live through situations, where the researcher attempts to understand the phenomena from the perspective of those being studied. Qualitative research is relevant to this case study because it involves the use of personal experience, narratives, and historical and visual texts that describe the normal routine and problematic experiences and meaning that are important in individuals' lives (Denzin & Lincoln, 1994). Furthermore, the researcher believed that it was also important to use qualitative

research for this study to explore in greater detail experiential learning and its influence on a student's social awareness. Creswell (2007) explains that "qualitative research is an assumption, the study of a research problem, whereby the collection of data in natural settings sensitive to the people and places under the study establishes patterns of themes that relate to their experiences" (p.37). In exploring experiential learning in greater detail by the use of this qualitative method, it was the researcher's hopes to develop a detailed understanding of what the interviewee experienced and how this experience influenced him or her. Creswell (2007) suggests that this can be accomplished by talking directly with people, going to their homes and places of work, and allowing them to tell their own stories.

Sample Data Collection

Semi-structured qualitative interviews were the principal method used for this research study. Within this research study the researchers interviewed twenty one graduate students previously enrolled in the *Nature of Cities* course in the spring of 2008 and the *Models of Sustainability* course in the spring of 2011 within the public service program at Marquette University. Thirteen of the participants were females and eight of the participants were male with the median age of students in the program being twenty-six. Both classes were structured with a significant experiential learning component (role modeling and multiple field trips). In addition, both classes had enrollments of twenty with voluntary participation of thirteen (homelessness) and ten (sustainability); two students were enrolled in both classes. Semi-structured interviews, two years (homelessness) and six months (sustainability) following the conclusion of the courses, were the primary data source for this research study. The selected open-ended and probing interviewing questions were composed to bring about an understanding as to how the students' experiential learning activities added to their engagement and awareness

of social issues, including whether this heightened awareness resulted in a perceived change in behavior. According to Rubin & Rubin (2005) open ended questions encourage the interviewee to describe specific events and experiences as experienced. In addition, Rubin & Rubin (2005) further explain that probing is a technique used to keep a discussion going while providing clarification. This allows the interviewee to keep talking on the matter at hand, complete ideas, fill in blanks, or request additional information on what was said. The following is a framework of the semi structured open-ended questions that were prepared prior to the interview by the researchers.

Interview Questions

Introductory Question for All Participants

Please list the classes that you were enrolled in as a public service student. Please identify which courses most impacted your life in some way.

For those who identify either the *Nature of Cities* or *Sustainability* class as being most impactful, ask the following:

1. Explain how your knowledge of social issues has been altered as a result of your completing this class? (either the *Nature of Cities* or *Sustainability* course)
2. Please explain how this class impacted your life.
3. Here are the MAPS program learning outcomes and the student learning objectives for the course. Please explain how the learning experiences in the class related to or did not relate to the program outcomes and the student learning objectives.
4. Has your behavior changed as a result of taking this class? If so, how? If not, why not? (Please give specific examples).

5. You identified several other classes that were impactful to you. Please explain what learning activities made each of these classes impactful to you. Has your behavior changed as a result of taking any of these classes? If so, how? If not, why not? (Please give specific examples).

Questions for those participants who did not identify the *Sustainability* class or the *Nature of Cities* class:

1. You did not select the *Nature of Cities* and/or the *Models of Sustainability* course(es) as one of the classes that most impacted your life. As best as you can, please explain why you did not choose this course.
2. Please explain (as it refers to question one) what would have made this class more impactful to you.
3. You identified several other classes that were impactful to you. Please explain what learning activities made each of these classes impactful to you. Has your behavior changed as a result of taking any of these classes? If so, how? If not, why not? (Please give specific examples).

The selected sample included graduate students previously enrolled in the *Nature of Cities* course in the spring of 2008 and the *Models of Sustainability* course in the spring of 2011 within the public service program at Marquette University. Before contacting any students or alumni, the researchers consulted with the Office of the Registrar in order that FERPA regulations were not violated. The researchers identified participants from the *Nature of Cities* course by watching a documentary about exercises that took place during the *Nature of Cities* course. The researchers identified the participants from the *Sustainability* course by visiting the sustainability class and inviting the students to participate in the research study. Participants who agreed to

participate from the *Sustainability* course were contacted via phone. After signing consents to participate in the research, the participants' phone numbers were obtained from the Professional Studies current students list. Participants from the *Nature of Cities* documentary who were recognized by the researchers were also contacted via phone. The participants' phone numbers were also obtained from the Professional Studies alumni list after identifying the students from the video. The participants from the *Nature of Cities* course were then invited to participate in the research study. All interviews were audio recorded and transcribed by the researchers. Participant names were kept confidential at all times. Number identifiers were used in all cases. Research subjects were identified by a code number, such as, participant #1, participant #2, etc.

Findings and Discussion

Overall, the findings from the composed interview questions are expected to bring about a better understanding as to whether the learners' experiences with experiential learning have influenced social awareness and impacted change within their lives. The following is a general overview of what the participants stated in reference to the interview questions.

Table 1

Explain how your knowledge of social issues has been altered as a result of taking this class. Participant quotes - homelessness:

Table 1 gives an overview of how the participants' thinking process has been transformed as a result of taking this course. Participant 4 implies that this course made him/her think about how anyone could become homeless. Participant 9 explains how this course opened up his/her perspective on life, and how he/she has shared this knowledge with his/her son. Participant 11 goes on to state how he/she now has empathy for people in those types of situations.

Lastly, Participant 15 explains how he/she now looks at health care programs that the State offers infants and young children in a much different light.

Table 1

Participant Quotes: Homelessness

Participant	Quote
4	The experience made me think that anyone could become homeless versus just those individuals in a lower social economic class.
9	It opens up another prospective in one's life, going from what life was, what life is, or what life can become. I often refer to this book (Making of Milwaukee), and I gave it to my son to read, and he reads it himself, so that's how it [this class] has impacted me.
10	This class really allowed one to think about homelessness and how people become homeless.
11	I have more empathy now for people who are in those situations because I don't know first-hand how it is but now I have a better understanding of the struggling mother whose single and how they have to deal with things.
15	I definitely look at the health care programs that the state would offer infants and young children in a much different light now. This is something that I might not have thought of before taking this class, because I did not have kids. This is something that I would remember from this class. All these different social programs that you had to look up for yourself, to see if you could apply for or be considered for. This was a different way of thinking for me, a different way of making me look at life.

Table 2

Explain how your knowledge of social issues has been altered as a result of taking this class. Participant quotes -sustainability:

The participants agree that their thinking process has been altered because of the active activities (ex. fieldtrips) within the class, dynamics of the course, and collaboration with others within the community.

Table 2

Participant Quotes: Sustainability

Participant	Quote
5	He [professor] gave us the resources necessary to make change, and he introduced us to people to talk to and to collaborate with, which I think was a big theme in his class, which was collaboration and working towards a common goal, which I think was very helpful. The class changed my thinking with more collaboration on community building.
8	Professor took us on many fieldtrips which allowed me to view the world from a way or prospective I never really viewed the world before. The Sustainability course offered me the ability to understand in more detail how our society is set up as a consumer base society. It also opened me up to understand why we do have poverty in this country, and how if we were a sustainable society how poverty could potentially be eliminated.
14	Well the sustainability class I would say this class basically blew up my understanding of social issues. Not that I was unaware, for I have always been aware of social problems. But, it gave more urgency . . . getting more in-depth with the issues and how immediate some of them are. So basically, this class gave me a feeling that “yes” I can help with this (sustainability) and be one of the players who tries to fix the issues.
18	Is more knowledgeable about recycling, fair trade and protection of the environment—and this has impacted my life by changing my thinking and behavior in a number of areas.
21	I have a far better understanding of what sustainability is. I’m planning on volunteering for a sustainable organization in the future.

Table 3

Has your behavior changed as a result of taking this course? Participant quotes-homelessness:

The participants have actively taken a stance to change their behavior in some way due to the impact that the homelessness course had on them. Participant 4 acknowledges that he/she now looks closer at the reasoning behind why criminals commit crimes. Participant 11 speaks out against social injustice, Participant 15 volunteers at a church to feed the homeless, and Participant 7 believes that he/she is helping the community a little bit more by having an understanding of social issues and how those issues affect the city.

Table 3

Participant Quotes: Homelessness

Participant	Quote
4	I now teach officers [law enforcement] to respect all classes of people and all neighborhoods. I tend to look at crimes committed and more carefully consider the need for the punishment to fit the crime.
11	I feel more knowledgeable when people make a comment about something like a single mom who's on welfare. I have a good conversation with them being like you know what, it really is hard to make it out there on minimum wage.
15	I think my behavior has changed. I am a lot more sensitive to programs that the city would offer. For instance the church I go to in Brookfield many times we will form groups and go to the meal program in Greenfield at Saint Vincent Du Paul as volunteers, and it is a very humbling experience. I know that if you don't know where your next meal is coming from it is a touch life. Especially when you start seeing kids coming through, and when the night is over and you see kids walking into the darkness with mom and dad, this can really affect you as a person. I understand that even more so after taking this class, this class has made me much more aware of that. The times I spent volunteering at church, this kind of stuff really does affect a person.
7	Helping my community a little bit more by being aware of - I don't know how to describe this - I'm probably more interested in social issues than I was before and . . . understand how they relate to the city.

Table 4

Has your behavior changed as a result of taking this course? Participant quotes – sustainability:

In general, the participants now make a conscious effort to actively think about sustainability carrying out daily tasks, such as being more green and conscientious when buying groceries for his or her family, watering the lawn and plants (conserving water), recycling, fixing items instead of throwing them away and buying new ones, and riding a bike versus driving a car. One participant even commented on making contact with the Office of Sustainability for Milwaukee County to learn more about sustainable work environments.

Table 4

Participant quotes: Sustainability

Participant	Quote
3	Definitely I try to be much more green. I am much more conscientious with foods that I buy, products that I buy for the family.
8	My behavior has changed as a result of taking this sustainability class. A few examples would be that I'm more aware of what I do each day. Like if I'm out watering the plants, I'm thinking about wasting water, and how that may affect the rest of the world. Even with buying things, for example, we were having issues with our laundry dryer, the simpler thing would have been to just buy a new dryer. But, my wife said why don't you just take it apart and look at it. So, I took it apart, and when I did it turned out it was just a \$20.00 fuse. So, I took it out, brought a new one, and then it worked. So, prior to this class, I probably would have just brought a new dryer and took the old one to the dump. But, through the sustainability movement if you give a little more effort you can help.
18	I pay more attention to what I am using, what I throw away, recycling, where I buy my products, books I read that I would never have read before (on sustainable environments).
19	I make a conscious decision to ride my bike more than previously, I make conscious decisions about water consumption, practice recycling, think about what I use-like every time I grab for the paper toweling, I think about whether I need to use it, and groceries-where to buy them and what to buy and how what I buy affects the world (example: apples grown in the State of Washington may be shipped out of the country to become waxed and then are returned for sale.
21	I think deeply about sustainability as related to work environments--I did not do this previously. Also, I think about how I live personally and how I could engage in more sustainable behaviors. I have contacted the Office of Sustainability for Milwaukee County to learn more about sustainable work environments.

Limitations to Research

The number of participants within this research study was limited to twenty-one participants. A larger sample size would have added more credibility to this research project. Secondly, transferability to other classes cannot be assumed as there was the lack of ability to compare findings with additional similar content classes that also included experiential learning components. Finally, another limitation to this research study was the researcher's inability to determine whether the difference between classes is due to length of time from the end of the class to time of interview, or if the differences are the result of class content, mode of delivery and or other variables.

Future Research

Future research on experiential learning may explore how integrated class room education and authentic community learning experiences may influence students to seek a better understanding of the world in which they live by helping them to make sense of unpredictable and complex interactions. Future research may also explore how experiential learning may help students accept responsibility, promote community involvement, and develop community collaborations.

Conclusion

The purpose of this case study was to gain increased understanding and knowledge of how experiential learning activities may add to a graduate student's engagement, awareness of social issues and reported changes in behavior as a result of increased social awareness. Based on the generally accepted premise that learning occurs through experience, experiential learning has been and continues to be a vital way of learning for adult learners. This research study has provided an example of experiential learning involving graduate students in a public service

program at Marquette University. It is the researchers' hope that study findings will benefit community leaders, educators, and students of graduate programs in understanding how experiential learning activities can expose learners to authentic social experiences that are more likely to engage them in future actions that work toward transforming them into agents of social change within communities.

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Appendix: A Consent form

MARQUETTE UNIVERSITY
AGREEMENT OF CONSENT FOR RESEARCH PARTICIPANTS
Experiential Learning
Jay Caulfield, Ph.D. and Treesa R. Woods, MBA
College of Professional Studies

You have been invited to participate in this research study. Before you agree to participate, it is important that you read and understand the following information. Participation is completely voluntary. Please ask questions about anything you do not understand before deciding whether or not to participate. Whether or not you choose to participate in this research study will have no impact on your standing or relationship with Marquette University or the Professional Studies program.

PURPOSE: I understand that the purpose of this research is to increase knowledge and understanding of how experiential learning activities may add to a graduate student's engagement in and awareness of social change. Findings from the study will be presented at a conference and published to help educators in creating more effective experiential learning experiences for graduate students. It is anticipated that the findings will also help to identify areas for future study.

PROCEDURES: Participation consists of one 60-90 minute interview. During the interview you will be audio taped to ensure accuracy. For confidentiality purposes, all participants will be identified by a code number. The audio tape will later be transcribed by the researcher. Within six months of interview, the researcher will provide you with an opportunity to review the transcription of the audio taped interview; this review may take up to 30 minutes. The researcher may also follow-up with you by phone or email if there are further questions or clarifications needed. If you believe the information is inaccurate you may contact your researcher so that she may make changes to ensure correct information. The audio files will be destroyed after transcription.

DURATION: I understand that my participation will consist of a face-to-face interview that will take 60-90 minutes. There may be a follow-up emails or phone calls, no longer than 30 minutes, to ask additional questions as a result of what has been said in other interviews or to clarify certain points. All interviews will be audio recorded and transcribed by the researcher. You will be asked to review the transcribed interview for accuracy; this review may take up to 30 minutes.

RISKS: There is a risk that you will feel uncomfortable answering certain interview questions. If you are uncomfortable answering any of the questions you may skip the question or withdraw from the study.

BENEFITS: There are no direct benefits that you will experience as part of this research study. However, this research may be beneficial to educators, graduate students, and community leaders to know and understand the influence that experiential learning has on education and learning.

CONFIDENTIALITY: All information you reveal in this study will be kept confidential. All your data will be assigned an arbitrary code number rather than using your name or other information that could identify you as an individual on any interview data without prior permission. When the results of the study are published, you will not be identified by name. Direct quotations may be used in publications, however your name will not be associated with the quotation. We will keep all research data indefinitely. Your research records may be inspected by the Marquette University Institutional Review Board or its designees, and (as allowable by law) state and federal agencies.

VOLUNTARY NATURE OF PARTICIPATION: Participating in this study is completely voluntary and you may withdraw from the study and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled. You can withdraw from the study any time. If you withdraw any data collected will be destroyed.

CONTACT INFORMATION: If you have any questions about this research project, you can contact Dr. Jay Caulfield at 414-288-5556 or Jay.Caulfield@marquette.edu and Treesa Woods at treesa.woods@marquette.edu. If you have any questions or concerns about your rights as a research participant, you can contact Marquette University's Office of Research Compliance at (414) 288-7570.

I HAVE HAD THE OPPORTUNITY TO READ THIS CONSENT FORM, ASK QUESTIONS ABOUT THE RESEARCH PROJECT, AND AM PREPARED TO PARTICIPATE IN THIS PROJECT.

Participant's Signature

Date

Participant's Name

Researcher's Signature

Date

Appendix: B Interviewing Questions

Interview Questions

Introductory Question for All Participants

Please list the classes that you were enrolled in as a public service student. Please identify which courses most impacted your life in some way.

For those who identify either the Nature of Cities or Sustainability class as being most impactful, as the following:

6. Explain how your knowledge of social issues has been altered as a result of your completing this class? (either the Nature of Cities or Sustainability course)
7. Please explain how this class impacted your life.
8. Here are the MAPS program learning outcomes and the student learning objectives for the course. Please explain how the learning experiences in the class related to or did not relate to the program outcomes and the student learning objectives.
9. Has your behavior changed as a result of taking this class? If so, how? If not, why not? (Please give specific examples).
10. You identified several other classes that were impactful to you. Please explain what learning activities made each of these classes impactful to you. Has your behavior changed as a result of taking any of these classes? If so, how? If not, why not? (Please give specific examples).

Questions for those participants who did not identify the Sustainability class or the Nature of Cities class:

4. You did not select the *Nature of Cities* and/or the *Models of Sustainability* course(es) as one of the classes that most impacted your life. As best as you can, please explain why you did not choose this course.
5. Please explain (as it refers to question one) what would have made this class more impactful to you.
6. You identified several other classes that were impactful to you. Please explain what learning activities made each of these classes impactful to you. Has your behavior changed as a result of taking any of these classes? If so, how? If not, why not? (Please give specific examples).