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Katherine L. Friesen
Marquette University

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INFLUENCES OF INSTRUCTIONALLY PLANNED EXPERIENTIAL LEARNING STRATEGIES ON STUDENT PERCEPTIONS OF LEARNING

By

Katherine L. Friesen, B.S.

A Professional Project submitted to the Faculty of the Graduate School,
Marquette University,
in Partial Fulfillment of the Requirements for
the Degree of Master in Leadership Studies

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ABSTRACT
INFLUENCES OF INSTRUCTIONALLY PLANNED EXPERIENTIAL LEARNING STRATEGIES ON STUDENT PERCEPTIONS OF LEARNING

Katherine L. Friesen, B.S.

Marquette University, 2013

Research in leadership and education reveals consensus among educators that leadership can be taught. Educators are exploring how leadership should be taught believing that students learn best from personal experiences. Experiential learning provides an instructional framework for student centered learning grounded in student experiences and course content. The purpose of the study is to qualitatively assess the degree to which experiential learning in undergraduate leadership courses, facilitated by faculty planning, influences the perception of student learning. Using a phenomenological research method, one interview with the instructor of an undergraduate leadership course at a private, Midwestern four-year university was conducted about course planning. One interview was conducted with students enrolled in the course to assess student perceptions of learning. Three students out of eight enrolled in the course volunteered for participation in interviews. Findings indicated that experiential learning was utilized for instructional planning as a component of adult learning and the instructor's teaching philosophy. They also indicated students are learning from experiential learning planned by the instructor, including preference for in-class teams and in-class exercises, as well as personal experiences and experiences of classmate's occurring outside of the classroom.

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With the development of academic leadership programs in higher education, the need for effective planning and instructional strategies for student achievement and leadership development is becoming more important. Leadership and educational research literature reveals the agreement among educators that leadership can be taught. Leadership educators are exploring how leadership should be taught with little consensus, except for the belief that students best develop leadership skills learning from personal experiences. Experiential education allows leadership instructors the ability to create a student centered learning environment. Utilizing experiential learning strategies challenges students to integrate theoretical abstractions with concrete experiences, requiring them to reflect on experiences and to conceptualize material based on previous knowledge. The result of the process is to act in new ways with new knowledge and understanding. Engagement through personal experiences is beneficial to students by making course content meaningful in a way that impacts the leadership development process. If leadership faculty members are properly planning for experiential learning activities in their courses, students should be attributing their learning to these planned activities. The purpose of this study is to qualitatively assess the degree to which experiential learning in undergraduate leadership courses, facilitated by faculty planning, influences the perception of student learning.

Literature Review

Leadership Development Perspectives

Doh (2003) conducted interviews with six management instructors to gather perspectives on teaching and learning in leadership education. When asked how leadership should be taught, a

majority of management educators connected the theme of experiential learning with leadership and attitude development. Experiential learning activities that were noted consisted of personal successes and failed experiences, role-plays and modeling, simulations, and internships. In order for leadership skills to be acquired and developed, traditional teaching methods were said to be insufficient without incorporating experiential learning activities.

Gaining insight from student perspectives of learning and leadership development is important in order to more fully understand and develop leadership pedagogy. DiPaolo (2008) conducted a longitudinal study involving undergraduate student fraternity leaders participating in a five-day leadership training institute. Entry and exit interviews were conducted each day of the institute, as well as follow-up interviews one and two years later. The purpose of the study was to better understand the impact of leadership education from college students' perspectives.

Data analysis revealed a common theme in which student leaders attributed leadership development to meaningful experiential activities that provided valuable leadership lessons. For the participants, experiential activities came from the ability to practice leadership in their fraternities, giving them an opportunity to experience a "crucible" moment that challenged and transformed them as leaders. In interviews conducted one and two years later, many attributed leadership development to the "crucible" experiences they had, more so than the leadership training institute. While the attribution of leadership development to the leadership training institute may have declined over time, the study reveals students are, in fact, learning from their experiences.

Leadership Development & Academic Disciplines

The need for leadership development across academic disciplines is apparent, as instructors determine how to provide meaningful leadership experiences for student engagement.

Integrating experiential learning activities into the curriculum for leadership skill development is a common theme found in literature. Cox, Cekic, and Adams (2010) interviewed engineering faculty at a Midwestern university to identify faculty perspectives. The purpose of the study was to gain insight into developing undergraduate engineering student leadership skills and practices for incorporating leadership development into engineering curriculum. Findings revealed consensus among faculty about the need for students' leadership skill development. However, there was a difference in opinion as to how to integrate leadership education into the curriculum. Faculty suggested the integration of leadership elements into class design and capstone courses utilizing projects and teamwork, reinforcement of real life experiences through internships and study abroad programs, and encouragement of extracurricular activities through participation in organizations or part time jobs.

Similar leadership development and experiential learning themes were found in a study of undergraduate medical students, utilizing focus groups, semi-structured interviews, and surveys. Varkey, Peloquin, Reed and Harris (2009) conducted a study to gather student and instructor perspective of leadership in undergraduate medical education. A strong preference for experiential learning and mentoring was identified as the largest impact on leadership development. Instructors and administrators preferred experiential learning to traditional teaching methods in leadership education. Experiential learning themes appearing in focus groups and interviews included internships, mentoring plans, inter-professional teams, simulations, and student leadership activities. Student surveys attributed experience through clinical rotations (62% of student interview responses) and simulation exercises (survey score M=4.2) to have the greatest impact on student leadership development. The study conducted by Varkey et al. (2009) demonstrates the need for experiential learning activities to be specific and

meaningful to students. Understanding experiential education and learning activities is important for effective use in the classroom.

Experiential Learning

David Kolb thoroughly studied John Dewey, Kurt Lewin, and Jean Piaget's work on experiential learning as a continuation of research to find significant relationships between student experiences and effective learning. In 1938, John Dewey wrote the book, *Experience and Education*, challenging traditional teaching methods with the idea that students learn best by experiences, rather than formal lecturing (Kolb, 1984). Kolb (1984) described John Dewey as the, "most influential educational theorist of the twentieth century, that best articulates the guiding principles for programs of experiential learning in higher education" (p. 5). Kurt Lewin discovered the power of experiential learning in training and organizational development; the integration of theory and practice was found useful in planning change interventions in teams and organizations (Kolb, 1984). Jean Piaget believed intelligence was developed through the interaction between a person and his or her environment; he studied the relationship between experiential learning and the cognitive development of human beings (Kolb, 1984). By studying how experiences influence the learning process, experiential education has significantly impacted the fields of education, human development, and organizational training and development.

Kolb (1984) identified similar characteristics among Dewey, Lewin, and Piaget's work, developing a holistic definition of learning, "the process whereby knowledge is created through the transformation of experience" (p. 39). Imperative for effective learning, Kolb (1984) discovered the learning process to be one of conflict and tension, forcing students to engage in four learning abilities: concrete experiences, reflective observation, abstract conceptualization,

and active experimentation. Students must engage in the experience and *reflect* on events for conceptualization, in order to build on previous schemas. Once a student has conceptualized new knowledge, he or she must act on it. Action is arguably the most important element of experiential learning, as students make adaptions for new knowledge in order to engage in creative synthesis based theories and concepts (Kolb, 1984). The exploration of experiential learning theory and the incorporation in higher educational settings continues today.

Hedin (2010) reviews experiential education theory, exploring and analyzing models of experiential learning and implications for incorporation into Christian higher education. Baker-Loges and Duckworth attributed part of the growing faculty interest to the way in which experiential education helps students' career development and decision-making (as cited in Hedin, 2010). Experiential education is an intentional process of learning, Hedin (2010) says: However, experiential educators are generally aware that experience alone is insufficient for learning. As a result, teachers prefer to use a more guided approach in which instructors arrange particular sets of experiences that are conducive towards educational goals (p.109).
Proper preparation for experiences and follow up activities are imperative for meaningful learning; this has become the most challenging aspect of experiential learning for instructors.

Experiential learning is an iterative process as students continually relate past experiences to new experiences, as well as new course material. Based on previous research, Menaker et al. (as cited in Hedin, 2010) summarized the steps as: experience or interactions with the environment; observe behavior and reflect on experience; generalize or form abstract concepts based on reflection; and experiment and add to or modify concepts based on new experience (as cited in Hedin, 2010). Though understanding the process of experiential learning is important, instructors must provide guidance for meaningful reflection in order to enhance learning. Boud et

al. (1985, as cited by Hedin, 2010) continued research of the reflection process, developing three stages: returning to experience, attending to feelings, and re-evaluating experience. Hedin (2010) concludes her argument by addressing ways in which students can experience learning within and outside the classroom, reiterating the need for intentional planning for effective and meaningful learning. Research from academic disciplines reveals significant belief in experiential education for student learning and leadership development.

Potter (2009) reflects on the incorporation of experiential learning activities in management classes, divulging the need for experiential learning in higher education and the challenges of planning it. The use of experiential learning allows students to become active rather than passive participants in higher education management classrooms (Potter, 2009). Planned activities are used to enhance management topics such as ethics, teamwork, decision-making, organizational culture, and emotional intelligence (Potter, 2009). Potter (2009) recommends using student feedback, as well as the Experiential Learning Theory model by Kolb (1984, as cited by Potter, 2009) to develop experiential learning and reflective activities appropriate to management classes. Whether students engage in experiential learning activities inside or outside of the classroom, educators must be purposeful about planning how students will develop leadership skills throughout their undergraduate education.

Experiential Learning & Academic Leadership Programs

Tilstra's (2006) literature review on effective undergraduate and graduate leadership development programs reveals the importance of experiential learning incorporation in academic leadership programs. Three types of leadership programs were reviewed. First reviewed were empirical studies conducted on content, effectiveness, and service learning in higher educational leadership programs; next were self-studies evaluating leadership programs by colleges or

programs; third programs designing curriculum for new leadership programs were reviewed. Articles and essays written by theorists proposing frameworks and providing insight for leadership program development were reviewed, as well. The research analysis revealed four common themes appearing in the literature. Of the four themes, experiential learning was believed to be important in achieving effective student learning from leadership experiences. Leadership experiences within the programs of study included closely supervised roles that included experiential learning activities, as well as fairly independent roles such as participating in internships, volunteering, or on-campus organizational involvement. The literature review further supports the integration of experiential learning into leadership pedagogy.

Frameworks for Leadership Experiential Learning

As experiential learning is continually identified as an important element in the educational literature, researchers have begun to develop frameworks for leadership programs. Eich (2008) conducted a multi-case study analysis on four different types of undergraduate leadership programs, including educational leadership programs and weeklong retreats. Using a non-probability sampling method, large public universities and small private colleges from across the United States were chosen to participate. The purpose of the study was to identify quality characteristics of effective undergraduate leadership programs based on student learning and leadership development. The results identify sixteen attributes of high-quality leadership programs, divided into three clusters. The three clusters include: Building and Sustaining a Learning Community, Student-Centered Experiential Learning, and Research-Grounded Continuous Program Development. Of the three, Student Centered Experiential Learning incorporates seven attributes important for student leadership skill development: practicing individual and collective leadership, reflection activities, concept application in meetings,

encountering differences, civic engagement, and discovery retreats (Eich, 2008). Based on the research, the framework proposed by Eich (2008) creates the type of environment for engagement and conceptualization of leadership theory through experiential learning activities.

Morrison, Rha, and Helfman (2003) furthered the research of Hickman's (1994) "Theory in Action" model, arguing for effective learning in leadership classrooms to take place, instructors must create guided, active learning engagement opportunities before concept instruction. The model integrates four elements into teaching: a consumer focus, mutual interdependence, action-learning and experimentation, and a personal recognition of learning. The purpose of the study was twofold: add researched examples to the model and provide empirical evidence to support the argument that continuous active engagement is imperative for effecting learning and development. The first area identified students' perceptions of the revised teaching-learning sequence and the effect on personal leadership development. The second area explored the awareness of student learning through the revised method more than through traditional teaching methods.

The results of student evaluations of leadership instruction on a scale of one (strongly agree) to five (strongly disagree) produced a mean score of 1.4 for overall effectiveness of methodology. Valued learning experience received an overall mean of 1.3. Extended learning beyond the textbook received an overall mean of 1.3; the hypothesis that the revised teaching-learning model enhanced student awareness of learning was statistically significant. Morrison et al. (2003) conclude a higher level of student engagement is achieved through the revised teaching-learning model of leadership development, in which students are actively engaging in content, increasing their awareness of learning in the classroom. Development of leadership

program frameworks reveal a consensus that experiential learning is important for leadership skill development and content understanding.

Methodology

Design

A qualitative research study with a phenomenological approach was designed based on the research question. Creswell (2013), states, "…a phenomenological study describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon" (p. 76). The emphasis of the study is on the phenomenon, experienced through study participants (Creswell, 2013). Attribution of learning in a leadership course is the phenomenon being studied. A phenomenological approach requires the researcher to identify personal experiences with the phenomenon in order to separate from personal bias and allow the researcher to focus solely on the participants (Creswell, 2013). Interviewing individuals who have experienced the phenomenon of interest is a common method of data collection (Creswell, 2013). Conducting semi-structured interviews with open-ended questions is appropriate for data collection, allowing participants to share their experiences regarding the phenomenon, the attribution of learning in the leadership course.

Sampling Method

A nonprobability, purposive sampling method has been applied to select one "expert" undergraduate leadership instructor and 8 undergraduate students currently enrolled in the instructor's leadership course (Trochim & Donnely, 2008). The instructor is an adjunct professor, working in Human Resources and teaching training and development seminars in the corporate world. Of the eight undergraduates asked to participate in the study, three agreed. The median age of student participants is 28. The study includes one female participant and two male

participants. The racial origin of student participants is one African American and two Caucasians. Participation is voluntary, requiring written consent; all participants are incorporated into the study. Names of the participating instructor, as well as all student participants remain anonymous for ethical considerations. Therefore, students have been identified with the following title and personal background description:

- Student One—41 years of age, employed full time while attending school
- Student Two—22 years of age, full time student
- Student Three—23 years of age, employed full time while attending school

Researcher Epoche

When conducting a phenomenological study, it is important for the researcher to set aside experiences in order to fully understand the phenomenon of study through participant experiences (Creswell, 2013). The process of setting aside biases is known as epoche, or bracketing (Creswell, 2013). The following is the researcher's attempt to bracket in relation to the phenomenon of experiential learning. The researcher has been studying leadership studies on the academic level for seven years; completing a minor-degree in a leadership studies program as a component of an undergraduate degree and a Master's degree in leadership studies. Learning from experiences has been a cornerstone for the researcher's education and leadership development. Though the researcher has not held a full-time salaried position or managerial position, experiences reflected on as a student include campus leadership involvement; part-time jobs, including teaching leadership concepts to university freshman students; and activities in leadership classes. The researcher believes the hallmark of personal leadership development has been the ability to effectively reflect on personal, as well as classmates, experiences in order to transform and improve skills.

Data Collection

The leadership course chosen for this study is an 8-week course, offered within a professional program at a private, four-year university located in the Midwest. Focusing on leading within teams and groups, the course is part of the core curriculum for the leadership and organizations major, and utilizes exercises, simulations, and experiential learning. This is a hybrid course with 70% of time spent in the classroom and 30% of the time spent on online discussions and research outside of the classroom. The outcomes specifically for the course as indicated by the syllabus include:

- Application of intrapersonal reflection to continually assess one's leadership philosophy;
- Assessing how one's leadership philosophy impacts interpersonal and group interactions;
- Understanding ethical and systemic consequences of decision-making on individuals, groups, societies, and environments.

Students have permanent team assignments made on the first day of class. The team assignments continue through the duration of the class; teams engaged in team building exercises and a final project.

One semi-structured interview was conducted with the instructor about course planning, while another semi-structured interview was conducted with three student participants about experiences during the course. Interviews with students took place within the last week of the course. This allowed students' adequate time in the course to sufficiently reflect on their experiences. If interviews had been conducted after the course had concluded, the risk that students may have forgotten specific details would have likely increased.

Semi-Structured Interviews

Utilizing semi-structured interviews allow the research question to guide the development of interview questions, leaving flexibility for participants to share experiences in a natural manner (Klenke, 2008). Probing questions allow the researcher to draw greater detail and clarification during the interview (Klenke, 2008). Open-ended questions give participants the opportunity to expand on experiences that are meaningful and personal, without forcing a specific answer (Klenke, 2008). The researcher developed the following semi-structured interview questions for the participating instructor and students before conducting interviews. Initial questions are general in nature and become more focused as the interview progresses. Interviews were conducted over the period of a week.

Interview Questions

Questions for participating instructor (n=1):

1. Is experiential learning a part of your course?
    a. If no, why—what is your rationale?
2. If yes, how would you define experiential learning?
3. Do you plan experiential learning activities into your course plan?
    a. What types of experiential learning activities do you plan?
4. Do you plan for students to bring outside experiences into the classroom if so, what is your rationale?
    a. Do you consider these to be experiential learning activities? Why or why not?
5. To what leadership concepts do you connect experiential learning activities?
    a. What is your rationale?
6. What is your opinion on experiential learning and the leadership development of your students?

a. Do you think there is a direct link or are their better ways of learning in the classroom?

Questions for all student participants (n=3):

1. What are three or four activities or assignments you participated in, during the course?
    a. What activities or assignments did you prefer the most? Why?
2. What are three "ah-ha" moments, or learning moments, that you encountered in the Leading Teams & Groups course?
    a. What are some things that were happening inside and outside of the classroom that made these three moments so significant to you or made you develop a deeper understanding? (Could be a specific experience, story, or reading).
3. Did you ever have moments throughout the course in which you found yourself relating the material to a personal experience or relating to a personal experience of a classmate?
    a. How often did this occur?
    b. How did this impact your learning?
4. Do you believe personal experiences have played a role in your development as a leader?
    a. Why or why not?
        i. If so, give one or two examples of how personal experiences impacted your leadership development.

Data Analysis

Interviews were audio recorded for transcription by the researcher. Transcriptions were read numerous times for coding analysis as outlined by Moustakas' research (as cited in Creswell, 2013). The first stage of analysis included developing a list of significant statements describing how participants engaged in experiential learning. The second stage consisted of

compiling statements into larger units known as themes. Once significant themes were identified, a description of what and how the participants engaged in experiential learning was developed as a textural and structural description of the phenomenon. Steps to validate data analysis were employed, including a thorough review of previous literature, following phenomenological research measures, and identification of negative cases. Researcher bracketing, coding and member checks were used to triangulate the research as verification of evidence from different sources and measures (Creswell, 2013).

In summary, the goal of the study was to assess the degree to which instructor planning of experiential learning in leadership courses influences student perception of learning. To this end, research was designed using a phenomenological approach, where a leadership course utilizing exercises, simulations, and experiential learning was selected for study. Semi-structured interviews were conducted with one participating instructor and three student participants who were currently enrolled in the course at the time of the interview. Data analysis included coding for themes developed from significant statements during interviews. As a validity measure, the triangulation of bracketing, coding, and member checks were employed.

Findings

Instructor Perspective of Planning & Learning

Adult Learning Philosophy. When asked about the incorporation of experiential learning into Leading Teams and Groups course planning process, the instructor indicated the significant use in course planning and instruction. The instructor viewed course planning from the perspective of adult learning, arguing that effective adult learning must have an experiential learning component. The instructor stated, “I viewed it from the aspect that I am teaching adults and the way you connect with adults is building on their experiences…so that they can have

something practical, frankly, that they can apply when they are in a team or leading a team or in a leadership position." Utilizing student experiences engages students, allowing them to relate to course material. Based on the perspective of the instructor, adult learning incorporates experiential learning and is expected to be a part of planning and instruction, in order to engage students in meaningful learning.

Definition of Experiential Learning. When asked to provide a definition of experiential learning, the instructor provided the following:

> I think it means…that they [students] are actively involved in the learning experience, they have an opportunity to reflect on that learning experience; they analyze the experience; and in this situation they apply what they learn from the experience to leading teams and groups.

The components of the instructor's definition—learning experience, reflection, analysis, and application—closely relate to Kolb's (1984) four learning abilities: concrete experiences, reflective observation, abstract conceptualization, and active experimentation. The instructor noted that if students are unable to actively engage in an experience, they still have the ability to reflect, analyze, and apply it to personal experiences leading teams. Therefore, the instructor has developed numerous exercises and assignments for students to learn from a diverse collection of team experiences.

Foundation for Instructional Planning. In order to set a foundation for instructional planning, the instructor asks students on the first day of the course to describe their experiences in a group environment. This description includes occurrences working in, and leading teams and groups, as well as challenging and rewarding experiences. In-class and online discussions and exercises are planned with identified student experiences in mind. Planning for experiential

learning exercises is an on going process specific to each class due to differences in student life experiences. For example, the instructor described students' positive reaction to a certain concept taught in one class that was not received positively in another class. It is imperative for the instructor to learn about and understand student experiences at the beginning of each new course in order to plan effectively.

Understanding the lives' of students and their experiences allows the instructor to plan relevant discussions based on students' experiences with teams and groups. The course being studied was unique to the instructor's teaching experiences. Student experiences in teams were diverse, as students either had experiences in teams in school settings, such as sports teams or class teams, or professional teams, such as assistant manager or senior leadership teams. The experiences proved to be limiting, the instructor stated, "They [students] do not have as much to draw from, but we have made the most of their experience." The role of the instructor is to highlight connections between the diverse experiences of students in the classroom and core principles of teamwork and leadership, which is where the instructor reflected, "It is really interesting that the principles apply no matter what." While it is important for the instructor to learn about student experiences for course planning, it is as almost important for the instructor to plan reading material for students to establish a foundational knowledge of concepts for leading teams.

Foundation for Student Learning. Describing the experiential learning activities utilized in the Leading Teams and Groups course, the instructor stressed the importance of reading students do in the course, "You need to have grounding in the research and the theory and you need to get out there and do it." Students utilized one resource textbook, one supplemental book, and research articles from the university's library database to support discussions and papers

written for the course. Providing empirical evidence for student analysis and application provides support beyond basic assumption that concepts and interventions will be effective in certain scenarios. A foundational knowledge of course concepts, as well as empirical evident are important for leadership development and proper reflection, analysis, and application of experiences leading teams and groups.

Instructional Strategies. Utilizing experiences outside of the classroom for application inside the course is expected of the students. The instructor stated, "I rely on students to bring outside experiences into the classroom every time we have a discussion. I want them to reflect on, I want them to add to, and I want them to talk about how it's applied *in their world*, that's what I'm looking for." Because of the limited experiences of students in the course being studied, it became imperative to create opportunities for students to actively engage in and provide examples of team experiences for students to analyze. The use of online and in-class discussions with team members and classmates, as well as written assignments were utilized for reflection, analysis, and application of team experiences and course content. Beyond student personal experiences, the instructor specifically planned two major experiential learning strategies for the course: in-class teams and in-class exercises.

The first day of the course students were placed on teams, in this case the course consisted of two teams. Teams were asked to establish team norms and ground rules as a foundation for participation in in-class exercises and completion of a final project collectively, as a group. At the end of the course, students evaluated both themselves and other team members' performance based on established norms and rules. Finally, students were asked to complete a reflective paper connecting course concepts with their team leadership development through specific experiences throughout the time in the course.

In-class exercises were designed to demonstrate concepts in a basic manner. The instructor stated, "I fill the time with exercises…I have a little lecture and then I physically do things." Exercises to demonstrate team member perspectives, the power of a team, and stimulating team creativity were planned, as well as daily warm-up activities developed and led by students. The purpose of warm-up activities was to give students examples to use in their own teams, as well as demonstrate how to effectively lead an activity.

In order to demonstrate integrating perspectives, the instructor gave students a picture of an elephant body part and asked them to develop a description using only their sense of touch; descriptions included hairy, rough, tubular, and nubby. Students developed and wrote their descriptions on the board, comparing each other's perspective of the elephant through the sense of touch. The instructor stated in reflection, "They are talking about the same thing, but it's their perspective, their angle, it's their lens. Leaders integrate all of these perspectives, so that they understand what the whole is like, because no one has that information, we can't." Using the elephant exercise, students experienced differing perspectives, learning more about their own perspectives and those of their team members and classmates.

Students participate in an exercise to demonstrate the power of a team. The instructor filled a shoebox with everyday items, allotting students thirty seconds to look and memorize the items in the box. After thirty seconds, students listed as many items as they were able to remember. The instructor asked students individually about their confidence in naming all of the items in the box, reflecting that many were hesitant about their lists. However, when students were asked to combine lists with those in their teams, confidence in the number and accuracy of their list rose. The instructor claims, "You can tell someone these [concepts] in a book all year long, when it goes from here [mind] to here [heart], you are learning." Students begin to fully

understand the power a team's collective decision has over individual decisions by experiencing the shoebox exercise.

The marshmallow challenge exercise was utilized to demonstrate stimulating team creativity. Each team was given twenty uncooked spaghetti noodles, one yard of tape, one yard of string, and one marshmallow to build the tallest-free standing structure possible. The teams had eighteen minutes to complete the challenge with one rule: the marshmallow must be on top of the structure. The instructor commented on the experience stating, "The class seemed to have a lot of fun and 'ah-ha' moments with the exercise, learning how team creativity can benefit from collaboration and prototyping." By engaging in the marshmallow challenge, students experienced the stages of team collaboration in a high-pressure situation, allowing them to reflect, analyze, and apply the concepts of teamwork and leading teams.

Hallmark of Teaching. Discussing course content and exercises, the instructor reflected on personal experiences teaching leaders in corporate training and development stating, "The highest compliment I could get from students is, 'I was able to really use this in teams; this helped me develop as a team leader and as a team member.'" The goal of the course was to provide students with the skills to effectively lead teams and be effective team members themselves; the goal of experiential learning exercises was to allow students to experience, apply, analyze, and reflect to continually develop leadership skills.

Student Perspectives of Learning

Learning Experiences. Students were asked to reflect about the impact of course learning strategies on gained knowledge and understanding of leading teams and groups. They attributed personal learning and development to in-class teams, in-class exercises, and personal experiences occurring outside of the classroom. Student reflections on personal learning and development

revealed students believed the course heightened their awareness of team dynamics and prepared them with the necessary skills and resources to lead teams more effectively. Students also believed learning to be most meaningful when course content was applicable to personal experiences.

Two out of three students reflected positively about the in-class team experience. In-class teams provided a tangible experience during the course to apply concepts and explore team dynamics, as instructor planning had intended. Student 1's reflections consisted of challenges faced by the team while working together. The student stated, "Unfortunately, the people on this team are so much like me…it's like 'Wow, this is really a project.'" However, the difficult team situation facing the student served as motivation to move forward. The student continued:

> It is actually making me have to apply some of the principles of the class. Whereas if I would had have landed in a very simple, easy situation I would have had the project done a lot sooner, easier, better. I would be a lot happier, but what would I have learned from it?

The difficulties of in-class teams challenged the student to utilize necessary concepts learned in class to solve problems, further developing the skills needed to lead teams.

Student 2 appreciated the active involvement of in-class teams, interacting with teammates and applying the concepts of the class, stating, "I like the group assignment the best, because you are interacting with a team actually. You are putting everything you are learning into action…you could interact more with your team members, that is probably why I like that one the most." In-class teams provide students with a team experience for experimentation and application of course concepts.

Student 3 reacted negatively to the team experience as a result of personality type and personal preference of assignments, “I am not a big fan of working in groups if I am not the leader, because I have trust issues; not everyone is responsible and I am not one to wait for the last minute.” Though the in-class teams were not preferred, the student still felt the experiences in the course positively impacted the ability to work with others. In-class teams provided an opportunity for students to analyze challenges in teams, applying necessary course concepts as solutions to challenges or as enhancements to effectiveness. Students were also able to reflect on the effectiveness of each team member individually and the team as a whole.

All three students reflected positively on experiences gained from the in-class exercises. As the instructor had planned, in-class exercises provided valuable insight into team dynamics important for effectively leading teams. The elephant exercise demonstrating personal perspectives provided a learning moment for Student 1. This student commented on the realization that individuals see only one part of the whole, making it important to put team member perspectives together. The student stated in reflection, “It is one of those things that is going to stick in my mind in a more realistic way.” The in-class exercise increased student understanding of the impact of perspectives on team dynamics.

The marshmallow team challenge impacted Student 1’s in-class team experience, as well, revealing the team’s difficulty as a result of introversion and passive aggressive behavior. The student reflected, “It sort of dawned on me that I need to know where there is a leadership void or when there is something that needs to be done, I need to actually step up…it is more directing and facilitating; it was a bit of an eye opener for me.” The exercises provided the student with heightened self-awareness and examples of areas in which the student could improve team leadership skills and abilities.

Student 2 reflected on personality tests taken during class and the impact personalities have on leading teams. The student stated, "I actually liked that one a lot, you kind of take a step back and look at who you are and who everyone else is in the class and how you fit together, how your personality's kind of mesh; that was really interesting." The student felt as if the personality tests did an accurate job identifying the individual's personality type. Knowing the student's own personality type, as well as classmate's personality types, the student was able to better understand how individual personalities interact with each other in team situations.

Student 3 reflected on student led icebreaker activities and the opportunity to learn about classmates that the exercises provided. The student appreciated the in-class exercises done in class and the examples the instructor provided for learning, saying, "The instructor had us do an activity once where we went and looked at a bunch of items in a shoebox and then tried to recall how many items we saw in the shoebox…I really liked that about her teaching style." The student appreciated in-class exercises and hands on learning in the classroom, attributing insightful learning of course concepts to the ability to understand the material through demonstrations or classroom interactions.

Personal work experiences leading teams was the main type of experience on which Student 1 reflected during the course. The student spoke about working in a matrix organization in which teams are created and dissolved depending on specific projects. The student stated, "I have to borrow other people's people to do my own work; if I was the guy on the top of the pyramid it would be easier to say this is what I need done, but they do not report to me, and they assemble upon needed, so it is an extra challenge." Reflection on personal experiences throughout the course revealed the student's need to trust others, hold others accountable, and to be a facilitator when leading teams. The outcome has been positive, as the student stated, "I used

to stress out crazy at work, but this year people are really doing a lot of stuff for me. In the past, I would be really uncomfortable with that, but I am getting more comfortable with other people working hard." Having the opportunity to reflect on personal experiences in teams occurring outside of the classroom allowed students to identify areas needed for their growth and development.

Student 2's personal team experiences consisted of participation in sports teams and in-class small groups. Reflecting on the use of outside experiences during the course, the student stated, "I didn't relate to a lot of the things as much as some people did in the class." However, the student felt a significant amount of learning occurred from hearing about classmates' experiences. For example Student 2 stated, "Yesterday there were two guys who were in the military, so they had a lot of experience with structured teams that they could relate to what was covered." Hearing the stories of others in the course helped the student relate to situations in which there was no direct personal experience.

Student 3 reflected on personal experiences being a lead consultant at work, commenting, "This class was very relevant to what I do every day at work." Having the opportunity to reflect on experiences and course concepts allowed the student to identify how to lead in certain situations in the workplace. The student stated:

> It helps me work with those scenarios when I am at work, dealing with a team member that is not pulling their own weight…there is a lot of different scenarios and it really helps you, once you worked through it before, it is not such a startling interaction once you do it later.

Problem solving experiences in class provide students the opportunity to develop solutions to problems occurring in real life situations, as well as identify and develop the skills needed to effectively lead teams.

Hallmark of Learning. As students reflected on specific learning experiences throughout the course, all three students reflected about the larger impact of the course on personal learning and personal development. Distinctive reflections revealed how students viewed their ability to learn in the classroom, as well as develop themselves as leaders. All students believed the class positively impacted their ability to work in teams, as well as foster necessary skills to be an effective leader.

Reflections revealed personal development in regards to leading teams and universal leadership skills. Student 1 commented on the heightened awareness of team dynamics, as well as social and psychological aspects of leading. The heightened awareness of the dynamics between people and within groups allowed the student to gain control over challenging situations. This student used the analogy of a toolbox, "It really helps me to learn how to interface with all these different people and all these different situations…I do not have to go through life just using the hammer when I should use the screwdriver tool; I now have a toolbox." The course provided the student with the ability to analyze a difficult situation from the peripheral in order to recognize team dynamics and apply necessary concepts and skills to effectively lead.

Along with developing the ability to analyze and apply learning to team scenarios, the class provided students with knowledge and resources for future experiences. Reflecting on the concepts learned in the course, Student 2 stated, "A lot of [what was learned] is common sense based almost, but sometimes that is easy stuff to forget about…the qualities and things you have

to do to be a good team player and a good team leader." Leadership development and awareness may mean the difference between a positive and negative team experience, making it important for leaders to be resourceful. Student 2 believed the class provided important resources and information for future use, stating, "I am probably not going to sell my book back if that means anything, because there is a lot of good information and I will probably keep it as a reference to look back at…there is definitely a lot of things you can carry from the class." Leaders who have a number of resources at their disposal can be more effective in challenging team situations.

Because of the learning experiences during the course, Student 3 commented on the increased confidence of accepting promotions at work, first to assistant manager, then center manager. The student stated:

> I am not totally interested in being a center manager of a store, but with the learning experiences I have had in the classroom and being able to hear some of my classmates talk about their experiences at work or in their career, I actually think if I decided to take that next step and be an assistant manager, I would be ready.

Having the ability to learn from others and experience course content allows students to analyze, apply, and reflect on leading teams, as well as develop effective leadership skills.

The ability to make connections between personal experiences and course content makes learning practical and meaningful. Student 1 and Student 2 had insightful reflections about the impact of learning on their development as leaders. In reaction to learning from personal experiences, Student 1 stated, "It was very practical; it was very real world implementation of the theoretical knowledge we are getting. Again, as I go through the course, sometimes I do not appreciate it when I am learning it as much until I see it happening, when I see it out in the work force." The student proceeded to describe learning as a process, continuing, "I did not think so

toward the beginning, or even half way through [the course], but I think more recently it [learning] is really beginning to take shape." Because students are applying course concepts to real life experiences, learning will occur over time as transformations begin to take shape.

Student 2 believed personal experiences, as well as those of classmates were impactful on course learning, stating, "If you can relate to some of these team dynamics that [the instructor] talks about, you feel like oh yes, that makes sense, that has happened before and we have been successful because of it." Learning became more fulfilling and meaningful for the student when connections were established between experiences and the content stating, "There is a lot more buy in when you can relate to the coursework, compared to when you cannot." When students are able to recognize a need for course concepts in current or future experiences, while applying, analyzing, and reflecting on the impact of leadership, students are better able to develop leadership and life long learning skills.

Essence

Structural description. As a result of the study, the instructor experienced proper planning and preparation of experiential learning instructional strategies for student engagement, application, analysis, and reflection of course concepts. Students experienced learning about leading teams and development of leadership skills as a result of having taken the course. Students were able to successfully engage in the concepts of experiential learning, applying, analyzing, and reflecting on experiences as a means of learning and developing leadership skills needed to effectively lead teams and groups.

Textural description. The instructor's experiences planning occurred through knowledge gained from personal experiences training corporate leaders, as well as a personal teaching philosophy based on attitudes and beliefs about adult learning, including the component of

experiential learning. Students experienced learning and development through experiential learning, including: in-class teams, in-class exercises, personal experiences occurring outside of the classroom, and personal experiences of classmates.

Conclusion

The qualitative study supports and adds to previous pedagogical leadership research reviewed in this study, concurring that leadership students are in fact learning from experience, whether personal or in the classroom. This study is an assessment of instructor planning and student attribution of learning and development; it combines perspectives of the instructor and students within a course that uses experiential learning activities. In semi-structured interviews, students attributed learning to real world, meaningful experiences, which they were able to apply to concepts learned in the course. Experiences included in-class teams, in-class experiences, and personal, as well as classmate, experiences occurring outside of the classroom. Two students out of three interviewed preferred the in-class team experience as students were challenged to apply course concepts in order to be successful as a team. The third student identified in-class exercises as the most preferred means of demonstrating concepts and learning more about classmates.

Difference in Findings

Student reflection of most preferred learning experiences included in-class teams and in-class exercises, revealing the impact experiential learning in the classroom has on student learning and development. Demonstrations of course concepts in the classroom provided students with an experience, which they could analyze, apply, and reflect upon in a learning environment. Furthermore, they both provided and received instant feedback, giving the students opportunities to adapt their behavior based on new knowledge and feedback from experiences happening in the classroom

Because of the diverse ages and professional backgrounds of the students, the study reveals widely distinctive student perspectives of learning. All students believe the ability to apply concepts to personal experiences allows for meaningful learning in the course and leads to personal leadership development. However, younger students attribute learning to classmate experiences when lack of personal experience limits the ability to apply course concepts. Learning from classmate experiences has given Student Two confidence to take a managerial promotion at work. Older students were able to apply specific experiences to course concepts, analyzing and reflecting on the ability, making necessary improvements to change or enhance team leadership skills.

Future Studies

To continue development of pedagogical leadership literature, future research should explore the assessment of leadership instruction and student learning as a means of developing credibility for academic leadership programs across leadership courses. A mixed methods approach assessing the impact of experiential learning activities to leadership learning and development inside and outside of the classroom may be beneficial. Qualitative and quantitative data may provide significant data regarding student achievement and personal experience. Researching diverse leadership courses will add to the research examples of effective experiential learning planning beyond a specific type of course, such as the course researched in this study, which covered team leadership concepts.

Further research should explore the relationship between learning and developmental stages of students based on age and professional background experiences. Understanding how personal backgrounds affect student performance will help instructors design a student-centered leadership course meeting all students at their developmental level and age. Utilizing a

longitudinal mixed methods approach, sampling diverse student developmental and age levels throughout an academic leadership program may provide significant quantitative data about student achievement and qualitative data about leadership learning and development over time.

Limitations

Because of the non-probability sampling method approach taken in order to study a specific leadership course utilizing experiential learning activities, the transferability of the study is limited. The transferability is limited because only one course with one instructor was studied at a private four-year university in an undergraduate professional leadership studies program. The number of students enrolled in the course was eight, limiting the number of student participants to three. One interview was conducted with the instructor and one with each of the students. Though member checking was employed, follow-up interviews were not conducted for further insight and reflection. The researcher alone coded the data for the identification of significant themes; peer reviewing was not employed as a validity measure.

Implications

The study supports previous research findings that students learn and develop necessary leadership skills through personal experience. Meaningful learning occurs when students are able to make real world connections to course concepts. Experiential learning provides an instructional foundation for students to apply, analyze, and reflect on experiences, allowing them to develop effective leadership skills. Though students may not be actively engaged in an experience, they are still able to apply the concepts of experiential learning to experiences of classmates. By learning about students' current leadership skills and professional backgrounds, instructors are better able to plan instructional strategies to enhance experiences within and outside of the classroom. Therefore, it is imperative to continue research into leadership

pedagogy in order to continue developing academic leadership programs for impactful student leadership development that is effective in the real world.

Concluding Remarks

The following study supports the belief educators have that leadership students learn and develop best from personal experiences. Developing academic leadership courses applying a framework of experiential learning, students may effectively learn and develop from their experiences, as well as classmate experiences, based on Kolb's (1984) four learning abilities: concrete experiences, reflective observation, abstract conceptualization, and active experimentation. Utilizing experiential learning in academic leadership programs is impactful for developing students as effective global leaders, prepared to collaboratively solve problems. The purpose of this phenomenological qualitative research study was to assess the impact of experiential learning strategies planned by a leadership instructor on student perceptions of learning and development.

Findings of one leadership instructor reveal the impact of adult learning and personal teaching philosophy on the instructional planning of experiential learning activities. Findings of three interviews from enrolled students in the instructor's course on perceptions of learning reveal the attribution of learning to instructor planned experiential learning exercises, as well as personal experiences and experiences of classmates happening outside the classroom. Study results signify the effectiveness of instructional planning of experiential learning exercises on student learning of course concepts, as well as leadership development.

The hope is that future qualitative and quantitative research will be conducted in regards to the assessment of student achievement and development in leadership courses utilizing experiential learning. Frameworks for leadership courses based on experiential learning will be

beneficial for academic leadership programs that effectively develop student leadership skills needed to be impactful in today's world.

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Appendix A: IRB Protocol Summary

Human Research	MARQUETTE UNIVERSITY	**Protocol #:** **ORSP #:** **Sponsor Tracking #:**

Institutional Review Board
Protocol Summary Form

Directions: Submit this completed Protocol Summary Form with original signature(s) along with any additional materials, including consent forms, information sheets, surveys, interview questions, etc.

Submit to: Office of Research Compliance, 560 North 16th Street, Room 102, Milwaukee, WI 53233

Phone: 414-288-7570 **Fax:** 414-288-6281 **Web site:** http://www.mu.edu/researchcompliance

Type of Review being sought: Exempt ☐ Expedited ☒ Full Review ☐

Exempt Review:	Submit **originals** of all materials; 1 copy of grant application.
Expedited Review:	Submit **originals AND 1 copy** of all materials; 1 copy of grant application.
Full Review:	Submit **originals AND 14 copies** of all materials; 1 copy of grant application.

Principal Investigator: *Katherine "Katie" Friesen*
Department: ***Professional Studies, Leadership Studies***
Phone: ***785-443-0481***
E-mail: ***katie.friesen@marquette.edu***

Project Title: *Experiential Learning in Undergraduate Leadership Classrooms*

PI Certification

By signing below or submitting this document electronically, I agree to accept primary responsibility for the scientific and ethical conduct of this project as approved by the IRB. The project cannot begin until I receive documentation of IRB final approval.

Katherine Friesen	11/07/2012
Signature of Principal Investigator	Printed Name Date

FOR STUDENTS, a Marquette faculty supervisor's signature is required or this document must be submitted electronically by the supervisor. **Faculty Supervisor:** By signing below or by submitting this document electronically, I certify that I have reviewed the research plan and this document and I have approved the scientific and ethical aspects of the project. I will supervise the above listed student and ensure compliance with human subjects' guidelines.

Dr. Jay Caulfield Professional Studies

Signature of Faculty Supervisor Printed Name Department

Please note that in order to choose any of the check boxes on this form, you must double click the box and select "Checked" as the Default Value

Section A: RESEARCH PROJECT CHARACTERISTICS

1. This is a:
☐ Research Proposal
☒ Thesis/Dissertation
☐ Class Project (list Dept. & Course #)*:*
☐ Other (specify)*:*

2. Grant or Contract Funded: ☐ Yes ☐ Funding is Pending ☒ No

Sponsor/Source of funding*:*

If external funding, have you registered your project with Research and Sponsored Programs (ORSP)? ☐ Yes ☐ No
If Yes, Please list your ORSP Reference #*:*_____

If your project is grant funded, submit a copy of the funding/grant proposal and list the AGENCY GRANT NUMBER*:*_____

If the project title listed on page 1 of this application is different from your grant title, list the grant title:_____

If the funding agency requires an official IRB approval letter or form, list the program area, contact person, title and complete mailing address*:*

3. Does the investigator or key personnel have a potential financial conflict of interest in this study that should be disclosed?
☐ Yes ☒ No If Yes, Please explain*:*

4. PI Status:
☐ Undergraduate
☒ Graduate
☐ Faculty/Administrator

☐ Other (specify)*:*

5. Provide the names, titles and affiliations of **all** investigators (include yourself, co-PIs, other investigators, and students). Please use an attachment if more space is required.

Katherine "Katie" Friesen, Student, Marquette University, College of Professional Studies

OHRP interprets an "**investigator**" to be any individual who is involved in conducting human subjects research studies. Such involvement includes:

- obtaining information about living individuals by intervening or interacting with them for research purposes;
- obtaining identifiable private information about living individuals for research purposes;
- obtaining the voluntary informed consent of individuals to be subjects in research; and
- studying, interpreting, or analyzing identifiable private information or data for research purposes.

Note that any collaborative work with another institution will require the submission of that institution's IRB approval letter.

Name	**Institution**	**Status** (Faculty, Grad., Undergrad., etc.)	**Project Role** (Co-PI, Key or Non-Key Personnel, Consultant, etc.)	**Contact e-mail**	**Tutorial*** (Attached or On File w/ MU ORC)
Katie Friesen	MU	Graduate Student	PI	katie.friesen@marquette.edu	Attached
Jay Caulfield	MU	Faculty	Key Personnel	Jay.caulfield@marquette.edu	On file w/ MU ORC

***Please note that Training Certificates are required for all human subject investigators. Certificates can be obtained by visiting http://phrp.nihtraining.com/users/login.php and completing the IRB Tutorial Designed by the National Institute of Health. Copies of Training Certificates are to be forwarded to the Office of Research Compliance.**

6. Do you wish to have this project considered for Exempted Review?
☒ Yes ☐ No (See Submission Requirements on ORC web site for definition and list of categories)

If Yes, identify the Exemption category number you believe covers your project*:*
☐ Category 1 ☐ Category 2 ☐ Category 3 ☐ Category 4 ☐ Category 5 ☒ Category 6

Explain your basis for this level of review here*:*

7. Do you wish to have this project considered for Expedited Review?
☐ Yes ☒ No (See Submission Requirements on ORC web site for definition and list of categories)

If Yes, identify the Expedited Review category number you believe covers your project*:*
☐ Category 1 ☐ Category 2 ☐ Category 3 ☐ Category 4 ☐ Category 5 ☐ Category 6 ☐ Category 7

Explain your basis for this level of review here*:*

8. Inclusive dates of Project: (Project may not start prior to approval)

From*: **IRB Approval Date (01/01/2013)*** To*: **05/31/2013***

9. How long is the active involvement of participants in the study? (e.g. six half-hour sessions over six months)*: **Instructor Interview: Approximately one 30 minute interview at the end of the class; Student Interview: Approximately one 30 minute interview at the end of the class***

10. Research Location: Where will the research be performed (if not on campus, please provide the full address; if online, please indicate online)*? **Cudahy Hall & Alumni Memorial Union, Marquette University, Milwaukee, WI***

Note: If the research will be conducted in a school or institution other than Marquette University, include a letter, on letterhead stationery, of permission from that institution and/or its IRB. This letter must be received by the ORC prior to IRB approval.

11. What do you intend to do with the data collected?

☒ Publish paper ☒ Present at conferences/meetings
☐ Other (please describe)*:*

Section B: SUBJECT RECRUITMENT

12. Indicate which of the following specially protected groups will be specifically targeted as research participants in this study (Check all that apply):

☐ Pregnant Women/Fetuses ☐ Children (minors under 18) ☐ Prisoners
☒ None of These

13. Indicate which of the following potentially vulnerable populations will be specifically targeted as research participants in this study (Check all that apply):

☒ College Students* ☐ Institutional Residents ☐ Cognitively Impaired
☐ Physically Disabled ☐ Terminally Ill ☐ None of These

***If using Marquette students, please consult HRP Policy 98.102 Participation of Students and Employees in Research (http://www.marquette.edu/researchcompliance/human/documents/HRPolicy98.102-StudentsEmployees.pdf)**

14. Will both genders have an equal opportunity to participate as subjects in this research project?
☒ Yes ☐ No If No, explain your answer*:*

15. Will subjects of different racial and ethnic consideration have an equal opportunity to participate in this research project? ☒ Yes ☐ No If No, explain your answer*:*

16. How many subjects will be recruited into your research project as justified by the hypothesis and study procedures?

a) Total number of subjects required to complete your study*: 3*

How was this number determined? If a power analysis or other method was used, please include this in your response: **This is a qualitative study, a sample size of 3 is adequate relative to the number of subjects likely enrolled in the class.**

b) Total number of subjects to be recruited (to account for drop out, etc.)*: 10*

c) Explain the reason for difference between (a) and (b) above (e.g. past studies have shown that there is a 50% drop out rate for students, the study is longitudinal and a drop out rate of 30% is anticipated)*: Expectations of student not completing interview due to absence, withdrawal from study, or choice not to participate. Also includes a certain number of interviews not being used due to irrelevant data.*

Please Note: If at a later time it becomes apparent that you need to increase your sample size, you will need to submit an IRB Protocol Amendment Form, including your justification for additional subjects.

17. What is the age range of subjects (please provide a specific range? *18-60*

18. What is the source of the subject list*? Students enrolled in undergraduate class in the College of Professional Studies, specifically: Leading Teams & Groups, LEOR 2050, Class Number #4097, January 14, 2013—March 9, 2013, Instructor: Katherine Dean*

19. Who will contact the subjects (name and affiliation)*? Katie Friesen, Marquette University, College of Professional Studies*

20. How will subjects be contacted? (Check all that apply)

☐ Advertisements* ☐ Letters* ☐ Notices*
☐ Telephone Lists ☐ Student Pool ☐ Random Telephone Dialing

☒ Direct person-to-person solicitation ☐ E-mail*
☐ Other (please specify)*:* ☐ University News Briefs*

*** A copy must be submitted for IRB approval. For letters, notices, advertisements, and others, submit verbatim copies.**

21. Data collection methods: (Check all that apply and **provide copies of all tools**)

☐ Questionnaire or Survey[1] ☐ Observation[4] ☒ Interview
☐ Archival Data[2] ☐ Intervention ☐ Video Recording[3]
☐ Instruction/Curriculum ☐ Focus Groups ☒ Audio Recording[3]
☐ Testing/Evaluation ☐ Other (please describe)*:*

[1] If conducting an online survey, consult the University's Online Survey Policy (http://www.mu.edu/upp/documents/upp1-22.pdf)
[2] If using archival data, describe in the Narrative section (question 48) whether data are de-identified.
[3] If you select video and/or audio recording, please provide further explanation in the Narrative section (question 48) regarding confidentiality of the recording(s).
[4] If you select observation, please provide further explanation in the Narrative section (question 48) regarding who you plan to observe, where you plan to observe (public or private location), and the type of data you will be collecting.

NOTE: If data collection tools are provided in a language other than English, provide both the English and non-English versions.

22. If deception or experimental manipulation is used, please explain why it is necessary (as opposed to convenient) for this study. Include plans for how and when subjects will be debriefed and attach a copy of your debriefing sheet, if applicable*: N/A*

23. Does any part of this activity have the potential for coercion of the subject (for example, a student being recruited by a teacher who controls his or her grade may feel coerced)?
☒ Yes ☐ No

24. If Yes, explain and describe the proposed safeguards*: Students will be told they are not required to participate in interviewing; if they choose not to participate, it will not affect their grade. Instructor will not know who is participating in interviews or see or hear any interview data.*

Note: If you are planning to recruit Marquette employees or students, consult the HRP Policy regarding Participation of Students and Employees in Research (http://www.marquette.edu/researchcompliance/human/documents/HRPolicy98.102-StudentsEmployees.pdf)

Section C: CONSENT OF RESEARCH SUBJECT

25. What type of consent will be used? **You must attach a clean copy that will receive the IRB approval stamp. Consult the ORC website for the consent form instructions and <u>required</u> template.**

☒ Written Consent ☐ Waiver ☐ Online Consent
☐ Oral Consent ☐ Information Sheet ☐ Parent Permission & Child Assent
☐ Guardian Permission & Adult Assent ☐ Other (please describe)***:***

26. If you are requesting a waiver of informed consent, address each of the following:
a) The research involves no more than minimal risk to the subjects;
b) The waiver will not adversely affect the rights and welfare of the subjects;
c) The research could not practicably be carried out without the waiver; and
d) Whenever appropriate, subjects will be provided with additional pertinent information after participation.

Considering the above requirements for a waiver of informed consent, please describe how your research qualifies for this waiver***:***

27. Do you intend to use an informed consent document in a language other than English?
☐ Yes ☒ No If Yes, provide both the English and non-English versions.

28. If you are using an oral consent, describe the rationale, how it will be documented, and include a copy of the oral presentation; it must include all information required of written informed consents***:***

Section D: CONFIDENTIALITY

29. Where specifically will consent forms be kept (building location, room #, please include full address if off campus) **AND** who will have access***? Consent forms will be kept in a locked home office until shredded at 557 North 17th Street, Apartment #205, Milwaukee, WI 53233. Data entry and analysis will occur in home office, where the PI is the only person with access to hard copy and computer files. PI does not have private space on campus to complete research.***

30. How will research subjects be identified in the research data (by name, code, number, etc.)***? Each subject will be assigned a code name as an alias, which will be entered on interview transcriptions and may be used in research paper as needed.***

31. At any time during your research will a direct link exist between collected data and research subjects? (i.e. participants' data can be directly linked to their name). For example, data collection sheet has a location for participant's name to be recorded.
☒ Yes ☐ No

At any time during your research will an indirect link exist between collected data and research subjects? (i.e. participants' data can be indirectly linked to their name.) For example, data collection sheet has a location for subject number to be recorded. In addition, a

spreadsheet exists that links that subject number to a participant's name. Many multi-session and longitudinal studies use indirect links.
☒ Yes ☐ No

If either of the two above questions are answered "yes," please describe the provisions for security of any links***: Links to participants will be kept confidential and will not be disclosed during presentations and research that is published. Alias names used as identifiers will be used in all cases. Student names will be disposed of after transcription. All interviews and data will be kept in a locked filing cabinet at the principal investigator's personal residence and all names (student and instructor) will be kept confidential in interviews, presentations, and published papers.***

32. When data results are reported/disseminated:
Will identifiers be used (for example: participant's name will be published in article)? ☐ Yes ☒ No

Will it be presented in aggregate form (For example: Group characteristics only=Yes, Individual Quotations=No)?
☐ Yes ☒ No

33. Will research data (raw data) be available to anyone other than the IRB, sponsor and study personnel?
☐ Yes ☒ No

If Yes, who will this data be shared with, describe how the data will be safeguarded, and be sure to include this information in the consent form (if applicable)***:***

34. Describe how research records, data, electronic data, **(including deidentified data)** etc. will be stored (i.e. locked file cabinet, password protected computer file, etc.) **AND** for how long (research records must be maintained a minimum of 3 years; if kept indefinitely, please state this and indicate it on the consent form)***: All files will be stored at the PI's personal residence and computer. Hard copy files will be kept in a locked file cabinet and computer files will be kept on a password protected computer file. Participant names will not be identified in any files. Files will be deleted after three years.***

35. Describe how the research records, data, electronic data, **(including deidentified data)** etc. will be destroyed (i.e. shred paper documents, delete electronic files, etc.), **AND** address whether they may be used for future research purposes (If records will be used in the future, please indicate this on the consent form)***: Research data will be stored with participant identification alias name. The research data may be used in future research. Any paper data will be shredded and all electronic data will be deleted off PI's personal computer. Data may be used in the future for a continuation of research paper or dissertation.***

36. Could any part of this activity result in the potential identification of child/adult/older adult abuse?

☐ Yes ☒ No

If Yes, is the mandatory report of child/adult abuse outlined in your consent?
☐ Yes ☐ No

37. Could any part of this activity result in the potential identification of communicable diseases or criminal activities? ☐ Yes ☒ No

Section E: BENEFITS AND RISKS TO RESEARCH SUBJECTS

38. Are the direct and indirect benefits to the research subjects for involvement in this project described in their informed consent form? ☒ Yes ☐ No ***Discussed in consent form.***

39. Describe the possible direct benefits to the subjects. If there are no direct benefits, please state this. Also, describe the possible benefits to society***: There are no direct benefits to the students, but there is for the instructor. The purpose of the study is to further explore the impact of experiential learning on leadership development. Results of the study can directly benefit the instructor by providing evidence of effective experiential learning activities and the development of student leadership skills as related to the particular class.***

40. Will any electrical or mechanical systems that require direct human contact be used (does not include use of computers for data keeping and surveys)? ☐ Yes ☒ No

If Yes, attach a copy of the manufacturer's electrical/mechanical safety specification information for each instrument/device. If the device is custom made, attach detailed description/information on design and safety with respect to human subjects application. ***Also include the most recent safety inspection information documented on either the Marquette University Electrical Safety Testing Documentation form or an equivalent electrical safety testing documentation form.

NOTE: Electrical and mechanical safety inspections must be performed and documented on an annual basis. Documentation of the most recent safety inspection must be submitted with the initial protocol, as well as with any subsequent 3-year renewals.

41. Are the nature and degree of potential risks to research subjects described in the consent? Risks can be physical, psychological, economic, social, legal, etc.
☒ Yes ☐ No

42. Describe the risks to participants and the precautions that will be taken to minimize those risks (these risks should also appear on the consent form). If no risks identified, explain why***: Even though the primary investigator does not have control over grades, there is a risk students may feel coerced to participate based on fear of impact on grade. Reassurance that grades will not be affected whether students participate or not will be reiterated. Findings will be reported in the aggregate and information will be coded. Students will be reminded the instructor is not involved in the conducting of the research study.***

Section F: COMPENSATION FOR RESEARCH SUBJECTS

43. Will research subjects be compensated or rewarded? ☒ Yes***** ☐ No

If Yes, describe the amount of compensation, how and when it will be disbursed, and in what form*:*

Students and the Instructor will be offered a coffee valued at $5 during the interview. Students will not be given course credit for involvement in the study.

*** If subjects are recruited from MU classes, indicate whether students are receiving course credit (regular or extra credit) and, if so, what alternatives are offered to those students who do not wish to participate in the research.**

Section G: NARRATIVE DESCRIPTION

For the following questions, try to use **non-technical** language that provides a first time reader (from any discipline) with a clear understanding of the research, and avoid abbreviations. **Do not "paste" text from the grant proposal, and do not refer to the grant proposal page numbers or include literature citations.** Information given should provide the first-time reader with a clear understanding of the proposed research. Focus your answers on the involvement and treatment of human subjects.

PROPOSED RESEARCH RATIONALE

44. Describe why you are conducting the study and identify the research question(s) being asked*: **Experiential learning is said to be a key component of leadership instructional strategies. While many leadership educators believe leadership can be taught and learned, the focus is now shifting to how leadership should be taught; how it is best learned. Experiential learning is a common theme in previous research conducted on developing leadership programs and integrating leadership into curriculum.***

The purpose of the study is to gain deeper insight into specific experiential learning activities that are taking place and being used in leadership courses and their effect on student learning and development.
How do students perceive their learning from experiential learning activities used in the class?
How do instructors perceive student learning from experiential learning activities?
Are student and instructor perceptions similar or different?
What does this tell the instructor about how their students are learning and developing as leaders in the classroom?

SUBJECTS TO BE INCLUDED

45. Describe any inclusion and/or exclusion criteria*: **Participants must be undergraduate leadership students.***

RECRUITMENT AND OBTAINING INFORMED CONSENT

46. Describe your recruitment process in a step-by-step manner***: Students will be asked to participate in one-on-one interviews for the research study with a $5 coffee incentive. The instructor will not be present during time of explanation and sign-up for interviews. The purpose of the study will be explained. Students will be told that participation is voluntary; lack of participation will not hinder grades. Contents of the consent form will be discussed. Students who are interested will then sign up for interview time slots to be held in public in Cudahy Hall on campus. The instructor will not be aware of who is participating. The names of the students will be kept confidential in presentations or published material.***
The instructor will be asked to participate in a one-on-one interview. The instructor will be asked to participate in the study directly by the principal investigator. The purpose of the study will be explained. The consent form will be discussed and signed by the instructor. The name of the instructor will be kept confidential in presentations or published material.

47. Describe your informed consent process in a step-by-step manner: ***At the time of interview, the principal investigator will discuss the purpose and contents of the consent form in detail and have student sign. The consent form will then be collected in an envelope and stored in a locked filing cabinet at the principal investigators private residence. Interview will be tape-recorded and all data collected from the interview (written or verbal) will be kept in a locked filing cabinet at the principal investigators private residence.***

SPECIFIC PROCEDURES TO BE FOLLOWED

48. Describe the methodology to be used and describe in a step-by-step manner the involvement and treatment of human participants in the research, through to the very end of participation. Identify all data to be collected***: This is a phenomenological, qualitative study involving undergraduate students and instructors. It is a non-experimental design; students are not randomly selected or assigned to treatment. At the beginning of the course, the purpose of the research study will be described to students and they will be asked to voluntarily participate in interviews, at the end of the course, about their perceptions of learning in the class throughout the semester in relation to experiential learning activities. The interviews will be semi-structured in order for students to elaborate on questions. Student interviews will take place one-on-one in Cudahy Hall.***

One interview will be conducted with the instructor, the end of the semester. Interviews will also be semi-structured to allow for the instructor to elaborate on questions with further thoughts and ideas. Instructor interviews will take place at the instructor's office in 707 Building or Cudahy Hall.

The principal investigator will take notes during all interviews and interviews will be audio recorded and transcribed by the principal investigator. Student interviews will be coded with identification alias names and all student names will be destroyed. Student names will not be used in interviews with the instructor. All data will be kept

confidential and will not be reported out in presentations or published work. Student alias names may be used in final research paper or published work. Name of the instructor will not be used in final research paper or published work.

MARQUETTE UNIVERSITY
AGREEMENT OF CONSENT FOR RESEARCH PARTICIPANTS
Experiential Learning in Undergraduate Leadership Programs
Katie Friesen, Graduate Student
College of Professional Studies, Graduate Program

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. Participating is complete voluntary. Please ask questions about anything you do not understand before decided whether or not to participate. Your class grade will in no way be impacted by your decision to participate or not participate in this research study.

PURPOSE: I understand the purpose of this research study is to increase understanding of experiential learning in leadership classrooms on the undergraduate level. I understand that I will be one of approximately 3-10 participants in this research study.

PROCEDURES: If I choose to participate, I understand that I will participate in a one-on-one interview regarding my perceptions of experiential learning and my own leadership understanding and development during the course of this class. There will only be one interview. The interview will take place face-to-face with the researcher at a public location, Cudahy Hall. A coffee or similar drink will be given for participation during the interview. The interview will be coded and the instructor will not know the names of those who choose to participate. Interviews will be audio recorded and transcribed. I can request to not be recorded depending on my level of comfort. All data will be kept in a secure place and no names will be disclosed with the findings.

DURATION: I understand that my participating will consist of participating in an interview that will take approximately 30 minutes or less to complete.

CONFIDENTIALITY: I understand that all information I reveal in this study will be kept confidential. All my interview responses will be given an arbitrary name and my real name will not be identified in interviews with my instructor or results used in presentations or published material. I understand that interview data will be destroyed by shredding paper documents and deleted computer files within three years after the completion of the study. Research findings from this study may be referred to in future studies and/or presentations. My research records may be inspected by the Marquette University Institutional Review Board and (as allowable by law) state and federal agencies.

VOLUNTARY NATURE OF PARTICIPATION: I understand that participating in this study is completely voluntary and that I may withdraw from the study and stop participating at any time without penalty or loss of benefits to which I am otherwise entitled. If I should want to withdraw from the study, I may contact the principal investigator by email or by phone.

katie.friesen@marquette.edu
785-443-0481

CONTACT INFORMATION: If I have any questions about this research project, I can contact the principal investigator whose contact information is above. If I have questions or concerns about my rights as a research participant, I can contact Marquette University's Office of Research Compliance at 414-288-7570.

Page 1 of 2 Initial & Date:_____

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 Date

_____ _____
Researcher's Signature Date

MARQUETTE UNIVERSITY
AGREEMENT OF CONSENT FOR RESEARCH PARTICIPANTS
Experiential Learning in Undergraduate Leadership Programs
Katie Friesen, Graduate Student
College of Professional Studies, Graduate Program

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. Participating is complete voluntary. Please ask questions about anything you do not understand before decided whether or not to participate. Your class grade will in now way be impacted by your decision to participate or not participate in this research study.

PURPOSE: I understand the purpose of this research study is to increase understanding of experiential learning in leadership classrooms on the undergraduate level. I understand that I will be the only instructor interviewed.

PROCEDURES: If I choose to participate, I understand that I will participate in one, one-on-one interview regarding my perceptions of experiential learning and experiential learning in my leadership classroom. The interview will take place face-to-face with the researcher in a public place in Cudahy Hall. A coffee or similar drink will be given for participation during the interview. Interviews will be audio recorded and transcribed. I can request to not be recorded depending on my level of comfort. All data will be kept in a secure place and no names will be disclosed with the findings.

DURATION: I understand that my participating will consist of participating in two interviews that will take approximately 30 minutes or less to complete.

CONFIDENTIALITY: I understand that all information I reveal in this study will be kept confidential. I understand contents of my interview will not be shared with undergraduate participants and that I will not know students in the class that are participating. I understand that interview data will be destroyed by shredding paper documents and deletion of electronic files within three years after the completion of the study. Research findings from this study may be referred to in future studies and/or presentations. My research records may be inspected by the Marquette University Institutional Review Board and (as allowable by law) state and federal agencies.

VOLUNTARY NATURE OF PARTICIPATION: I understand that participating in this study is completely voluntary and that I may withdraw from the study and stop participating at any time without penalty or loss of benefits to which I am otherwise entitled. If I should want to withdraw from the study, I may contact the principal investigator by email or by phone.

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 Initial & Date:_____

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 Date

_____ _____
Researcher's Signature Date