Foundations for Change: Using Experiential Education as a Tool for Student Learning (Session #27 – PR)

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RESEARCH QUESTIONS

1. How might "change" appear when it occurs as detected by analyzing students' formal written reports as well as their responses in journals, interviews, and questionnaires?
2. How does the reflective writing used in an experiential learning course influence students' views of the world, of their learning and/or knowledge, and of themselves?
3. What are the factors that could facilitate or interfere with the creation of "change" in an experiential learning environment?

RESULTS

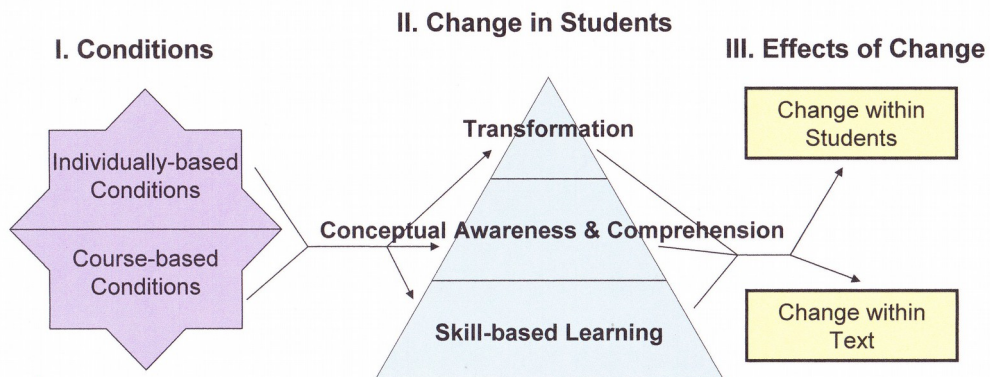**Figure 1: Model of Change in Students during a Semester**

Figure 2: Detailed Model of Change in Students during a Semester

Results Continued: Breaking Down the Model

COURSE-BASED CONDITIONS
Instructional Activities
Assignments
Mentoring
Time
Service-Learning
Reflection

Figure 3: Course-based Conditions that Influence Change in Students

INDIVIDUALLY-BASED CONDITIONS
Motivation/incentive
Interest
Perceptions of the professor
Experience/Ability
Writing Self-efficacy
Practice

Figure 4: Individually-based Conditions that Influence Change in Students

SKILL-BASED LEARNING
Internalize core concepts
Acquire general skills
"Produce marketable writing"
"Improve knowledge of writing process"
Levels of Bloom's Taxonomy: Knowledge and Understand

Figure 5: Examples of Skill-based Learning Changes in Students

CONCEPTUAL AWARENESS & COMPREHENSION
Integrate learning
Offer comparisons between concepts
Generalize the learning beyond the classroom
Recognize how and why to "tailor the product to the audience"
Produce writing "on a variety of levels"
Levels of Bloom's Taxonomy: Apply and Analyze

Figure 6: Examples of Conceptual Awareness & Comprehension Changes in Students

TRANSFORMATION
Physical, mental, emotional, or spiritual change in: ideas, attitude, beliefs, feelings, behavior, and "manner of being"
Results "improve me as a person"; change of self or values
Produces new insights and "awareness of difference"
Change is "radical", "dramatic", or "profound"
Often a "difficult" process that requires persistence
Self-reported "permanent" results
Impacts abstract concepts of self, including self-confidence, self-worth, and self-realization
Levels of Bloom's Taxonomy: Evaluate, Create, **and beyond**

Figure 7: Examples of Transformation Changes in Students

EFFECTS OF CHANGE WITHIN STUDENTS
Mastery of Skills
Mastery of Genre
Mastery of Process
Enhanced Integration
Confidence
Personal Insight

Figure 8: Change that Occurs Within Students

EFFECTS OF CHANGE WITHIN TEXT
Achievement
Ranked Achievement
Conceptualization

Figure 9: Change that Occurs Within Text

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