

EXPERIENTIAL LEARNING: A REVIEW AND ANNOTATED BIBLIOGRAPHY

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Introduction

In discussing the literature which bears on experiential learning I will move from the general treatment through basic conceptual development into the sharply focused studies:

- 1.) General Educational and Economic Context
- 2.) General Works on Alternative Education
- 3.) Theoretical Basis for Experiential Learning
- 4.) Reports of Educational Commissions
- 5.) Assessments of Experiential Learning
- 6.) Research on Experiential Learning

Briefly, the ongoing disassociation of school from the "real world" became a problem of general interest in the light of the political and economic change of the late sixties and early seventies. In this period, more and more students and educators began to question the worth (measured in dollars and/or relevance) of formal education. One thrust of the alternative education movement growing at this time was experiential learning. Experiential learning is not a new phenomenon, but possibly the oldest of learning strategies. Further, the experiential technique of study abroad had been practiced in American universities for some time.

In the 1950's the first quantitative research was done on students studying abroad and/or studying experientially at home. The major finding consistent across this and later research is the superiority of experiential learning to any other form in its ability to effect value change and clarification. Also, while all unutilized education tends to decay over time, measured components of experiential learnings decayed at a much slower rate and never totally "faded out." The search for detrimental effects of experiential learning was fruitless. Criti-

cisms made of particular programs centered on flaws in the organizational structure, poor planning by administrators or lack of adequate preparation given to the pupil. But even a program with a number of organizational flaws would be an unqualified success when measured in learnings and value change.

Fashion is followed in academe, and it should be noted that experiential learning is no longer vogue as a topic of research or proselytization. No large scale research on the subject has been conducted, with exception of Hull, Temke and Houang, since 1970. Like other topics whose heyday was spent in heated discussion at the national level, the now proven experiential strategy is widely disseminated and growing at the regional, state and local level.

General Educational and Economic Context

The fact that a college education does not provide occupational competence or an occupation has been focused on by Berg (1970). Dreeban (1968), on the other hand feels that schooling must be sufficient or society would not be working as well as it does. Clark (1962) and Beidler (1977) point up the need for less specialization and more general self-reliance.

A number of general works have considered the need for curriculum overhaul (Chickering, 1979; Maier & Weidner, 1975; Mayhew & Ford, 1973). Fundamental in this reform are interdisciplinary studies, competence training and experiential learning. A more philosophical approach calls for the same reforms in the name of humanization of education (Eberly, 1968; Argyis, 1965; Keniston, 1960). The work of Ivan Illich (1970) also takes this stance, but with a radical bent, calling for the dismantling of all formal education. From another angle Sidney Hook (1971) has made several important criticisms of the abuses of experiential learning. The upshot of all these works is the failure of American education to prepare people for "real" life, occupationally, politically, parentally or morally.

General Works on Alternative Education

These works, mostly readers, are included for backup data. Of particular interest is Gezi (1971), which described educational systems in other cultures. Third world learning and socialization in "primitive" societies is primarily experiential. This fact is rarely mentioned by writers on the subject, it is a given. In the same vein is the work of Keach, Fulton and Gardner (1967) on educational process among the poor and alienated and minority students. Gould (1972), Fantini (1976), and Carr (1977) are all collections of articles on alternative education, pro and con. These works are usually concerned with primary and secondary educa-

tion, particularly in the context of the "free school." As a whole these background works accept experiential learning as an integral part of any education.

Theoretical Basis for Experiential Learning

Three themes are to be found in theoretical rationales put forward for experiential learning. First, are the tightly focused discussions of possible models for learning. Gibbons (1974) uses the "walkabout", a rite of passage among the Australian aborigines as an example of experiential learning in primitive societies which could be adapted to our own culture. Scribner and Cole (1973) examine the American educational system for its experiential components.

Secondly, writers posit rationales on which experiential learning theory may be built (Tumin, 1976; Thomas, 1975; Sexton & Ungerer, 1975). These outline the needs for this type of learning strategy: the superiority of experience to "spoon-feeding", the opportunity to learn things not usually learned at all in school, but important for life.

Finally, are the applied theoretical proposals. Kolb and Fry (1975) offer a four stage theory of experiential learning around which programs might be built: a.) concrete experience, b.) reflective observation, c.) abstract conceptualization, d.) active behavior experimentation. Wirtz (1975) and Sundberg (1970) both call for the integration of the worlds of work and education. Sundberg examines the issue in terms of the university's role in society. Wirtz offers a number of general proposals for change.

Reports of Educational Commissions

At the national level four commissions have published reports touching on our subject. The first (1971) and second (1973) Newman Reports to HEW questioned the worth of much formal education and recommended such change as upgrading work-study into an experiential learning program and a "GI bill for community service." The Carnegie Commission (1971) specifically recommended service programs for high school and college age students and the increased granting of credit for activities outside formal education. Not as extensive the Commission on Non-Traditional Study addressed directly the need for expanded experiential learning in curriculum and called for credit applied to work and service situations.

At the state and regional level work growing out of the Southern Regional Education Board is most germane (Kiel, 1971; Meyer & Petry, 1972; S.R.E.B., 1973) to program evaluation at local levels. These three works include a number of essays and reports concerned with internships aimed at Southern community

problem-solving. Hofer, Sexton and Ernest (1976) and Kneebone (1973) are reports on state intern programs; the former at the University of Kentucky, the latter in the South Dakota legislature.

Assessments of Experiential Learning

This section describes nonempirical assessment of experiential learning. Built upon recent experience and research on experiential programs several essays have attempted to assess the current standing and chart the future of such programs. Harrison and Hopkins (1967) and Keeton (1977) contrast formal and experiential programs in the U.S. and cross-culturally. Houle (1976) traces Western traditions of experiential learning from the middle ages to the present. Stepheson and Sexton (1975) and Graham (1973) argue for a greater marriage of liberal arts and experiential learning based on examples of recent success in the "new wave" of experiential programs.

Nelson (1974) and Coleman (1976) examine the differences between formal and experiential learning in the light of problems of assessment and credentialing of students; both consider an external degree though such a plan is shown to be problematic. Gartner (1976) examines this credentialing problem for the educationally disenfranchised. Kirkwood (1976) discusses general functions of credentialing and stresses the legitimacy of experiential programs as creditable.

A number of works examine the rationales for experiential programs in light of recent studies (Barton, 1976; Benne, 1976; Meyer & Petry, 1972; Sexton & Ungerer, 1975). All call for expanded programs. Meyer and Petry include a number of objectives for students in experiential programs. One paper, "Working Paper No. 1 of the Cooperative Assessment of Experiential Learning," is a particularly good overview. It describes a number of approaches and several programs. Several findings are: 1.) programs often lack well-specified objectives; 2.) programs are extremely diverse; 3.) most experiential learning takes place in work situations; and, 4.) the assessment of experiential learning has not received adequate study. The appendix compares programs among a large number of schools.

Research on Experiential Learning

On a national scale Carp and Roelf (1974) and Havighurst (1972) have conducted large scale studies of experiential learning, both feel it is a partial answer to many failings in formal education. Bowen (1973) studies the relationship of time requirements for credentialing and experiential learning, he concludes that

formal education is often inefficient in terms of time and money while experiential learning is not.

Bearing on the outcomes of experiential learning are professional socialization studies (Lortie, 1961; Mullan, 1976), which outline career paths. Two works explicate a single study of S.C.O.P.E. volunteer (Marwell, Demerath & Aiken, 1970; Demerath, Marwell, & Aiken, 1971); a particularly applicable piece in that it studies the long term effects of activism in terms of attitude change, political awareness.

Concerning more particularistic research, one study was unique in that it examined the attitudes of employers toward experiential learning (Gephart, 1975); far and away the number one choice by employers was that students have "opportunities to accomplish professional tasks in real life situations." Obviously, experiential learning is a plus for later employability.

Questionnaire surveys of domestic experiential learning students are uniformly positive. Experiential students: are perceived as successful by their peers (Nosow, 1975); have higher job satisfaction and graduate training (Hoose, 1974); have greater self-reliance and resourcefulness (Bonthius, Davis, and Drushal, 1957); have higher incomes and employment rates (Alwell, 1977); have greater sense of ego development, moral development and self-actualization (Peterson, 1975); and place higher priority on career development and evidence more conservative, cautious and prudent judgment (Wilson 1974). Sanders, Wagener and Thompson (1978) examine the role of student volunteers as birth control educators and find this an effective method. Lipton and Garza (1978) have found differences in the motivations to volunteer work by White and Chicano students.

Three studies of experiential learning abroad should be noted: Gullahorn and Gullahorn (1958) found a divergence in the objectives of students and their sponsoring agencies. Abrams (1978) studied Antioch students, Hull and Lemke studies Fulbright scholars; both found that the experience positively affects career, that the flexibility of the student is related to the relative success of the program and that the "deeper" the immersion in a foreign culture the greater the satisfaction and impact expressed by the respondent.

Hull (1978) and Hull and Lemke (1977) have also compared domestic and overseas experiential programs. Domestic programs are shown to be superior educational exercises. Domestic program students: are more certain that their attitudes and values have been changed for the better; were less disappointed; felt better prepared to deal with the "real world" after college; showed significant increase in political awareness; and reported spending more time with the "natives." Four factors were found to influence this impact: 1.) openness of student,

2.) amount of cultural dissimilarity, 3.) amount of cross-cultural contact, and 4.) the skill of the program director.

Odd-lot descriptive research includes: Burch and Cox (1978) on the Appalachian Leadership and Community Outreach Program in Kentucky, with findings on students similar to those above; Sigmon (1970) on service learning in North Carolina; and an article that examines the work of the Vanderbilt Student Health Coalition (Coles and Davey, 1976).

Summary

Experiential learning is an unqualified success according to the empirical research that has been accomplished. Problems in experiential projects center on structure, leadership, or adjustment problems brought to the program by the student. At all levels of analysis experiential learning is recommended to augment or replace failing components of formal education. Of particular note recommending expanded and continued experiential programs is the higher rates of employment, job satisfaction and political awareness enjoyed by experiential program graduates.

Annotated Bibliography

Abrams, Irwin

"The Impact of Antioch Education through Experience Abroad."

Paper presented at the International Studies Association, 2/23/78

Analysis of a questionnaire went to 670 students at Antioch who had studied abroad in the 1960's. Usable returns from 330 with control group ($W = 94$). Findings: the longer and "deeper" the immersion in a foreign culture, the more satisfaction and impact expressed by respondent. The longer the involvement the greater beneficial attitude change.

"Action-Learning-Background and Development; Opportunities for Youth; Excerpt from 25 Action-Learning Schools." Educational Digest No. 40, pp. 2-5, March 1975.

Overview of 25 experiential programs, primarily at the secondary level. Article includes many quotes, little hard data.

Alwell, William

"Evaluation of the Marymount College Program." Journal of Cooperative Education, v. 14, 1, November 1977, p. 36.

Analysis of survey sent to co-op students ($W = 69$) and non co-op students ($W = 185$). Results: 1. Co-op students had higher rates of (a) Employment (b) Income (c) Job Satisfaction. 2. Co-op students tend to take occupations related to their co-op experience.

Argyis, Chris

"Explorations in Interpersonal Competence." *Journal of Applied Behavioral Science*, 1965, p. 58.

Not especially applicable to experiential learning with *one* major exception: This work focuses experimental research on strategies and outcomes of college work. The upshot is that individual, competitive education is less effective than cooperative group effort.

Barton, P.E.

Learning through work and education. In M.T. Keeton & Associates, *Experiential learning: Rationale, characteristics, and assessment*. San Francisco: Jossey-Bass, 1976.

Paper advocates a reordering of occupational and educational experiences in the hierarchies of learning priorities. Recommends that new forms of assessment would aid in this convergence of work and education.

Beidler, Peter G.

"Of Carpenters and Self-Reliance, *The Chronicle of Higher Education*," Vol. 14, 3, p. 40, March 14, 1977.

Provocative essay calling for greater curriculum focus on self-reliance and "real-world" skills. College should not permit students "to study chemistry and not learn how bread is made." Special attention paid to a course taught at Lehigh University — "Self-reliance" 198. Students renovate housing (& make a profit!) in one semester.

Benne, K.D.

Educational field experience as the negotiation of different cognitive worlds. In W.G. Bennis, K.D. Benne, R. Chin & K.E. Corey (Eds.), *The planning of change* (3rd ed.). New York: Holt, Rinehart & Winston, 1976.

Examines some of the basic ideas on which experiential education is based. Focuses on the variations in conceptualization between inhabitants of the "Ivory Tower" and the "Real World," with an eye to using the best of both.

Berg, Ivar

Education and Jobs: The Great Training Robbery, Praeger Publishers, New York, 1970.

Study of the relation of education to occupational satisfaction and income. Notes: over education, salaries not related to education, productivity does not vary with education, higher education equals higher turnover, better educated employees rated as less productive. Basically an indictment of Formal Education.

Bonthius, Robert H., James Davis, J. Garber Drushal

The Independent Study Program in the U.S.—Columbia University Press, New York, 1957.

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A history and description of independent study up to @ 1955. Twenty sample programs are then described. Short questionnaire is analyzed, respondents are students (W = 229) and faculty advisors (N = 204). Results: 1. Both feel self-reliance and resourcefulness is the most important result. 2. Majority would repeat experience if possible. 3. Majority of students and advisors felt independent study should be required. A detailed description is then given of independent study at Wooster.

Bowen, Howard R.

"Time, Informal Learning, and Efficiency in Higher Education," *Educational Record*, 1973, pp. 271-81.

The author shows (Table 1) that many times forcing a student to fulfill requirements of time and occupancy can be wasteful. His research shows that time requirements can be loosened, and informal (experiential) study emphasized for a savings of time and money (for both student and institution) with no significant negative effect.

Burch, J.E. Jr. and Cox, L. James.

"Appalachian People Helping Each Other," *Synergist*, Winter 1978, pp. 12-16.

Description of the Appalachian Leadership and Community Outreach program, a seven year old student service-learning program in the Cumberland Mountains of Southeastern Kentucky that provides a wide range of outreach activities, and is operated in association with six small mountain colleges. Benefits to clients of these outreach activities are described. ALCOR work has influenced students' choices of career and *life-styles*. ALCOR has a significant impact on students' decisions to remain in rural areas.

Carnegie Commission on Higher Education. *Less time, more options: Education beyond the high school*. New York: McGraw-Hill, 1971.

A widely quoted report, it points out that the current educational pattern is much too rigid in both curriculum and time requirements; and as such is often counter-productive for student and institutions. It recommends that these requirements be loosened in several ways. Particularly: 1) Opportunities for public service and regular employment should be available at the regular educational junctures such as between high school and college. 2) Postsecondary opportunities should carry credit weight when the student reenters the system. A number of detailed suggestions are offered for implementation.

Carp, A., Peterson, R., & Roelfs, P.

Adult learning interests and experiences. In K.P. Cross, J.R. Valley, & Associates, *Planning non-traditional programs: An analysis of the issues for postsecondary education*. San Francisco: Jossey-Bass, 1974.

Study conducted by the Commission on Non-Traditional Study examines adult reaction to and involvement in alternative education (W = 3,900). Large

sample allows generalizability to assess general demand for alternative education.

Carr, John, Jean Grams, E.C. Campbell (Eds)

Pygmalion or Frankenstein?: Alternative Schooling, Addison-Wesley, Reading, Massachusetts, 1977.

A collection of articles, pro and con, on alternative schools, primarily secondary and primary. Includes a Ford Foundation report on Alternative Education (p. 159).

Chickering, A.W.

Education and Identity. San Francisco: Jossey-Bass, 1969.

Calls for an end to the parochialism of disciplines and for a greater emphasis on the needs of the student. Offers suggestions for the accomplishment of this shift in focus.

Clark, Burton R.

Educating the Expert Society, Chandler Publishing Company, San Francisco, 1962.

Discusses the massification of higher education in terms of new manpower demands, life chances and social control. Warns that training legions of experts will leave no rounded or "cultured" people. Fears a state of "Technical Barbarism."

Coleman, J.S.

Differences between experiential and classroom learning. In M.T. Keeton & Associates, *Experiential learning: Rationale, characteristics, and assessment*. San Francisco: Jossey-Bass, 1976.

Points out that academic learning and experiential learning are basically different in the way that information is internalized, an inductive versus deductive paradigm. Academic learning requires a symbolic medium. A synergistic effect would be realized if the two approaches were balanced for different learning needs

Coles R. and T. Davey.

"Tennessee's Saving Remnant; College Students Working in Fayette and Haywood Counties". *New Republic*, No. 175, pp. 20-24, September 25, 1976. Fayette and Haywood Counties, Tennessee; are among the ten poorest in the U.S. In 1968 the Student Health Coalition is formed at Vanderbilt University in Nashville which provides a number of services, medical, dental and social to the indigent residents. What follows is a description of tours and talks with SHC workers and their clients.

Commission on Non-Traditional Study. *Diversity by design*. San Francisco: Jossey-Bass, 1973.

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Final report of the Commission. Bottom line is the high potential of non-traditional education. The major problem is that of integrating experiential and traditional curricula, in theme, in developmental sequence and for credit.

Cooperative Assessment of Experiential Learning, *Working Paper No. 1: Current Practices in the Assessment of Experiential Learning*, CAEL, Columbia, Maryland, 1976.

Contains an overview of the programmatic approaches to experiential learning and names important agencies. Describes a number of actual programs. Considers the basic role of assessment in Experiential Learning. Findings: 1. Programs often lack well-specified objectives. 2. Programs are extremely diverse. 3. Most experiential learning takes place in work situations. 4. Assessment has received little study. Appendix is useful for comparisons among a large number of schools.

Curtis, A.R.

"Where Students Pay Back Their Community; in State College, Pa.," *American Educator* 12: pp. 26-30, April 1976.

Community service and work-study help ease community problems and garner support for universities.

Demerath, N.J., Gerald Marwell, Michael T. Aiken

Dynamics of Idealism, Jossey-Bass Inc., San Francisco, 1971.

Longitudinal analysis of 223 SCOPE volunteers who had worked in the Deep South in the turbulent summer of 1965. Attitudinal measurement in the Fall of 1965 showed a basic return to "normal" college life; this time, however, tinged with a frustration, a re-evaluation of Northern educational systems, a disorientation politically and a "reverse culture shock." Re-interviewed sample in 1969. All respondents continued to be politically aware, most respondents were more disillusioned, especially those termed "drop-outs" and "radicals" the researchers.

Donohue, J.W.

"Farther than the Moon; Community Action Program of St. Peter's Prep in New Jersey", *America*, 135: pp. 110-113; Sept. 11, 1976.

Parochial secondary school's involvement in urban problem solving through volunteer action.

Dreeban, Robert

On What is Learned in School, Addison-Wesley Publishing Company, Reading, Massachusetts, 1968.

See Chapter 7, "Schooling, Work, and Politics." An essay: feels that U.S. schooling is sufficient in "real life" preparation, particularly in the dissemination of universal norms.

Eberly, Donald

"Service Experience and Educational Growth," *Educational Record*, 1968, 49, p. 197.

Calls for expansion and support of experiential service centered curriculum. Discusses three approaches: Ivy League, Urban and Small College. Outlines needed support structures for institutions in the establishment of service oriented learning programs which are often outside the expertise of administrators.

Fantini, Mario D. (Ed.)

Alternative Education: A Source Book, Anchor Books, Doubleday, New York, 1976.

A wide ranging collection of articles on alternative education. Primarily concerned with Grade 1-12, but covers all facets, theory, background, alternatives within and without the system, financing, assessment, teacher preparation, politics.

Gartner, A.P.

Credentialing the disenfranchised. In M.T. Keeton & Associates, *Experiential learning: Rationale, characteristics, and assessment*. San Francisco: Jossey-Bass, 1976.

Experiential learning comes naturally to the disenfranchised minority student, and is superior to the traditional approach which emphasizes dominant culture norms. Credentialing is important for this population and there should be more processes for the assessment of minority experiential study.

Gephart, William J., G. Saretsky, D. Bost

"How Potential Employers Value Components of Traditional and External Doctorates," *Phi Delta Kappan*, February 1975, pp. 406-408.

191 potential employers are given a list of 17 attributes of doctoral programs and are asked to rank them in terms of 1. desirability as an attribute, 2. factor influential in hiring, 3. factor influential in promotion. The number one choice: "requirement to serve an internship which offers opportunities to accomplish professional tasks in real life situations."

Gezi, Kalil I. (Ed.)

Education in Comparative and International Perspectives, Holt, Rinehart and Winston, Inc., New York, 1971.

A basic reader in education systems of other cultures. Though rarely discussed as such, Third World systems are predominately experiential, especially the process of "primitive" peoples for the socialization of children into society.

Gibbons, M.

Walkabout: Searching for the right passage from childhood and school. *Phi Delta Kappan*, May 1974, 596-602.

Among the Australian Aborigines a young person must undergo a *rite de passage* known as "Walkabout." He must survive alone for six months and so return to the tribe an adult or die in the attempt. Why not incorporate this sort of experiential design to our own transitions to adulthood? It provides the curricula of practical skills and logical inquiry and the impetus of creativity and adventure.

Gould, S.B., K. Cross, (Eds.)

Explorations in Non-traditional Study, Jossey-Bass, San Francisco, 1972.

Four articles: of major interest: Hartnett's overview of Non-traditional study of minor interest: Cross on Access; Kimmel on Recognition; Valley on External Degrees.

Graham, R.A.

Voluntary action and experiential education. *Journal of Voluntary Action Research*, October 1973, 2, 186-193.

Begins with the premises of Dewey and Kohlberg that moral judgment and logical thought should be the core of personal development and education. Goes on to show that experiential learning is especially effective in fostering these skills.

Gullahorn, John, and Jeanne Gullahorn

"American Objectives in Study Abroad," *Journal of Higher Education*, 29, 7, October 1958, p. 369.

205 interviews, 401 questionnaires: given to American students in France. This article examines the divergence in the objectives of students (advance career; prepare for service at home; promote understanding) to those of the sponsoring agencies (develop other countries, develop support for U.S.)

Harrison, R., and Hopkins, R.L.

The design of cross-cultural training: An alternative to the university model. *Journal of Applied Behavioral Science*, 1967, 3, 431-460.

Shows that traditional curricula is particularly insufficient preparation for service with the Peace Corps in other countries. Experiential and traditional learning are contrasted in terms of communication skill, decision making, commitment, moral judgment and problem solving. Stresses the importance of training in objectivity and cultural relativity.

Havighurst, R.J., Graham, R.A., & Eberly, D.

American youth in the mid-seventies, *NASSP Bulletin*, 1972, 56(367), 1-13.

A national study of the status of youth. Results: the existing mix of opportunities (employment, educational, military service, marriage, etc.) does not meet the needs of several million young people. Calls for the enlargement of service learning (especially public volunteer work) and the integration of such programs with credentialing institutions.

"High School Students Learn While They Help Older People," *SISTA—Aging* pp. 277-78; November 1977.

Secondary students involved in rest-home volunteer work learn service, practical skills and more importantly, a great deal about the past, other people and themselves.

Hofer, Barbara K.

"Service-Learning and the Liberal Arts: Designing an Interdisciplinary Program," *Synergist*, Fall 1977, pp. 39-41.

See Hofer, Sexton and Vanarella.

"Exploring the Psycho-Political Development of Liberal Arts Interns," CAEL 1976.

Hofer, Barbara K., Sexton, Robert F., & Vanarella, Ernest.

"Exploring The Psycho-Political Development of Liberal Arts Interns." *Initiating Experiential Learning Programs: Four Case Studies*, Princeton, New Jersey: Cooperative Assessment of Experiential Learning, Educational Testing Service, 1976.

Evaluation and description of an experiential learning program at the University of Kentucky. Considers criteria for evaluating psycho-political development of liberal arts student interns applicable to measuring development in other courses of study. Concludes that the experiential learning "Ethics of Policy-Decision-Making" program at the University of Kentucky has great merit for selected students by providing flexibility within a large university system.

Hook, Sidney

"John Dewey and His Betrayers," *Change Magazine*, November 1971, 22-26.

An essay critical of the misuses and abuses of independent study. Maligns those who equate *any* experience and education. Experience must be fruitful and creative presently and useful in the future. Programs must be planned and watched lest they fall into shabby leisure.

Hoose, Heather

Service Learning Internships—mimeo by North Carolina Internship Office, Raleigh, March 1974.

Analysis of 20 in-depth interviews and 36 questionnaire responses—respondents were service interns normally assigned to 12-week full-time public agency work. Findings: 1. high level of job satisfaction, 2. most went to graduate school after internship, 3. most went on to be involved in development of experiential learning settings for others, 4. high percentage maintained interest in experiential learning. Subjective findings from interview: 1. long lasting emotional impact, 2. more self-confidence, 3. "meaning" of internship increases with subsequent experience.

Houle, C.O.

Deep traditions of experiential learning. In M. T. Keeton & Associates, *Experiential learning: Rationale, characteristics, and assessment*, San Francisco: Jossey-Bass, 1976.

Outlines the (non-Anthropological) development of experiential learning and changing assessments of its beginning with higher education in the Middle Ages. Particular emphasis on the Progressive era and its educational reform. Analyzes the modern interpretation of experiential learning in the light of past themes.

Hull, W. Frank, Walter Lemke, Richard Houang

The American Undergraduate, Off-Campus and Overseas—Council on International Education Exchange, New York, 1977.

Analysis of questionnaire administered to four groups: students about to go overseas (N = 657); those just returned (N = 442); students about to begin a domestic sojourn (N = 270); students just returned from domestic sojourn (N = 257). Findings: 1. change of participants was function of receptivity, motivation, personal psychology and chance experiences, 2. great psychological change occurs regardless of location, no superiority of foreign to domestic, 3. more change occurred in domestic programs, 4. domestic sojourners increased more in (a) newspaper reading, (b) self-confidence, (c) realigned and strengthened values, (d) secured vocational plans.

Hull, W. Frank

"Past Research and Future Directions for Undergraduate Study Abroad."

Paper presented to International Studies Association, 2/23/78.

Past research has shown that participation in experiential learning programs makes a difference in the subsequent lives of alumni. In comparing study-abroad with domestic programs: 1. *domestic program students*: are "significantly more certain that their experience had forced them to question their values," 2. were less disappointed, 3. felt better prepared to cope with the "real world" beyond college, 4. showed significant increase in newspaper-magazine reading, 5. reported spending more time with "natives." Factors which have been shown to influence the amount and kind of impact: 1. openness of student, 2. amount of cultural dissimilarity, 3. amount of cross cultural contact, 4. skill of director of program.

Hull, W. Frank and Walter Lemke

"Retrospective Assessment of the United States Senior Fulbright-Hays Program."

Paper prepared for International Com. for the Study of Educational Exchange.

Analysis of questionnaire sent to persons who had been Fulbright scholars overseas between 1960 and 1966 (N = 92). An overwhelmingly favorable

response to the programs. Three distinct positive results: 1. mutual understanding with a reduction of hostile stereotypes, 2. increased understanding of the dynamics of other countries and people, 3. experience will positively affect person's career. Two variables crucial to international programming: 1. completeness in making clear communications and appropriate arrangements, 2. the flexibility and openness to adjustment of participants.

Illich, Ivan

Deschooling Society—Harrow Books, Harper & Row, New York, 1970.

An early radical statement of the "new" school period. Lacking firm recommendations, this work did serve as a sparkplug for new education theory. Calls for the dismantling of all formal education and student selection of all curriculum.

Keach, Everett, Robert Fulton & William Gardner

Education and Social Crisis, John Wiley & Sons, Inc., New York, 1967.

An extensive reader on the education of poverty and disadvantaged youth. See especially, Part III: Programs and Progress in meeting educational needs of Disadvantaged youth.

Keeton, M.T.

Integrating education and practical experience in American higher education. Paper presented at the annual meeting of the Association of American Colleges, New Orleans, February 1977.

Cross cultural comparison of experiential learning in higher education in the United States and the ongoing integration of work and education in China. Outlines a number of points which might be included in a national policy on experiential education.

Keinston, Kenneth

The Uncommitted-Alienated Youth in American Society, Dell Publishing, New York, 1960.

Describes an increased alienation of youth due to a number of factors: family breakup, existential philosophy, non-commitment as a lifestyle, emphasis on ego, materialism, education for esoteric ends. Classifies alienations and conformities. Calls for humanization of the educational and occupational structures.

Keil, David H.

"Student Learning Through Community Involvement: A Report on Three Studies of the Service-Learning Model," Southern Regional Education Board, Atlanta, Georgia, 1972.

An investigation of the educational impact of service-learning internships in North Carolina indicates that student interns develop more hopeful, con-

cerned and knowledgeable attitudes toward community problem-solving; are afforded the opportunity for more direct learning experiences; and demonstrate increased motivation to work and learn in the community. Evidence is presented that indicates an immediate impact on student behavior and planning for students involved in service-learning internships.

Kirkwood, R.

Importance of assessing learning. In M.T. Keeton & Associates, *Experiential learning: Rationale, characteristics, and assessment*, San Francisco, Jossey-Bass, 1976.

Emphasizing the legitimacy of experiential learning and recognizing the difficulties involved in its assessment calls for measures that are equitable, applicable to education objectives and clear. Shows the need for credentialing of experiential learning.

Kneebone, Ted

"Student Interns in South Dakota," Resource Development Internship Project, Bloomington, Indiana, 1973.

An evaluation and description of the legislative intern program in the South Dakota state government.

Kolb, D., & Fry, R.

Towards an applied theory of experiential learning. In C. L. Cooper (Ed.), *Theories of group processes*, London, John Wiley & Sons, 1975.

A paradigm of human growth is offered with a learning-styles inventory. This piece synthesizes the NTL-Encounter Group movement and the work of Kolb. This paradigm presents the learning process as four stage: concrete experience, reflective observation, abstract conceptualization and active behavioral experimentation. This cyclical design is offered as a theoretical base.

Lipton, Jack, Raymond Garza

"A Sociocultural Analysis of Volunteer Work Among Chicano and Anglo College Students," *Journal of College Student Personnel*, 19, 3, May, 1978, p. 268.

Analysis of survey of 147 students who had done volunteer work. Antecedent attitudes for Anglos were found to center on children, siblings and family income; Chicano attitudes centered on hours volunteered, marital status and sex.

Lortie, Dan C.

"Laymen to Lawmen: Law School, Careers, and Professional Socialization," *Harvard Educational Review*, 1961, 29, Fall, pp. 352-369.

Traces career paths statistically for U.S. lawyers. Notes the replacement of Office Apprenticeship by Formal Education as major training strategy. When

coexistence of the training paths occurred, graduates of the former tended toward lower-paid self-employment.

Maier, Robert H. and Edward W. Weidner

"Creating and Encouraging an Innovative Academic Environment in Higher Education," *Higher Education*, 1975, 69-76.

This essay, written by the Chancellor (Weidner) and Vice-Chancellor (Maier) of the University of Wisconsin-Green Bay, calls for the development of more interdisciplinary curriculum. This is to include the combination of familiar activities in novel ways to explore interrelationships of the "real" world.

Marwell, G., Demerath III, N. J., and Aiken, M.

"The SCOPE Volunteers: Then and Now," *New South*, Winter 1970, pp. 2-21.

Forty summer of 1965 civil rights workers (Summer Community Organization and Political Education—SCOPE) are re-interviewed in 1969. The forty are classed as radicals, reformists, disengaged, or drop-outs. Although some volunteers are termed "activist" and some termed "alienated" all remained issue-aware, liberal, and disillusioned (in varying degrees).

Mayhew, Lewis and Patrick Ford

Changing the Curriculum, Jossey-Bass, San Francisco, 1973.

Based on the ideas that students require (demand) *structure* and *meaning* in their educational process. Calls for a focus on programmed change and rooting out ritual and non-functioning parts of curriculum. Attempts to posit a new theory of core education.

Meyer, Peter, and Petry, Sherry L.

"Off-Campus Education: An Inquiry," Southern Regional Education Board, Atlanta, Georgia, 1972.

Conference proceedings on Off-Campus Experiential Education at St. Petersburg, Florida reviewing the uniqueness and the place of off-campus education. Considers criteria for evaluating the learning that occurs. Includes a supplemental essay on experiential education.

Mullan, Fitzhugh

White Coat, Clenched Fist, Macmillan Pub. Co., New York, 1976

Autobiographical account. Fitzhugh Mullan works as COFO/SNCC worker in Mississippi, enters medical school, but is disaffected by many of the training procedures and norms taught. Goes on to organize medical students and set up Medical Collective. Expresses need for humanistic experiential learning.

Nelson, F. A.

Has the time gone for an external degree? *Journal of Higher Education*, 1974, 45, 174-183.

Nelson notes that there are five factors which will tend to discourage the development of external degree programs: 1) the American tradition of restricting education to "Ivory Towers," 2) the threat to function and identity that external degree programs are often seen to be, 3) the difficulty, in the midst of breaking innovative ground, of maintaining "standards" and rigor, 4) the problem of post facto conversion of experience into equivalent credentials, and 5) the current leveling and falling of enrollments and budgets.

Newman, F. (Chairman), & Task Force on Higher Education.

Report on Higher Education (The Newman Report). Washington, D.C.: Government Printing Office, 1971.

Report which questions the arbitrariness of many credit policies and laid the groundwork for subsequent innovations in competence-based curricula and credits.

Newman, F. (Chairman), & Special Task Force. *The second Newman report: National Policy and higher education*. Cambridge, Mass.: MIT Press, 1973.

Recommended transfer of work-study funds to make the "work" portion a learning experience rather than a menial task, a greater emphasis on task-skill proficiency. Calls for more work to develop ways of converting experience into credentials and the establishment of a "G. I. Bill for Community Service." Report was commissioned by H.E.W.

Nosow, Sigmund

"Students' Perceptions of Field Experience Education". *Journal of College Student Personnel*, 1975, 508-513

A study of 248 students taking undergraduate field experience courses at Michigan State University. The sample was drawn from 2,125 students in 37 courses in 24 departments in the spring of 1974. Students were interviewed by telephone. Concludes that undergraduate accredited field experience education at Michigan State University is highly successful from the perception of students.

Peter, W.G., III

"Smithsonian-Peace Corps Environmental Program: A Progress Report." *Bio-science* No. 24, pp. 237-8. April 1974.

Report on the qualified success of Peace Corps involvement in Environment and land reclamation projects overseas.

Peterson, Virgil

"Volunteering and Student Value Development: Is There a Correlation?" *Synergist*, Winter 1975, pp. 44-51.

Using 100 randomly selected questionnaires taken from 488 questionnaires completed by Michigan State University students, this article concludes that

volunteer service contributes to student ego development, student moral development, and student self-actualization. Declares "precise" matching of clients to volunteers impossible due to inadequate resources and insufficient understanding of human maturation.

Sanders, Raymond, J. Wagener, G. Thompson

"Student Volunteers as Birth Control Educators" *Journal of College Student Personnel*, 19, 3, May 1978.

A one project used students as birth control educators to increase student awareness of need for contraception. Results: 1) this method effective in providing birth control information to the university and 2) gynecological clinic use increased.

Scribner, S., & Cole, M.

Cognitive consequences of formal and informal education. *Science*, November 9, 1973, 182, pp. 553-559.

Outlines the basic differences in information internalization between traditional instruction and experiential learning. The former is often discontinuous and train patterns of thought which are at odds with the "real world." It is primarily symbolic while the latter learning incorporates observation, imitation and practical application.

Sexton, Robert F., and Ungerer, Richard A.

"Rationales for Experiential Education". ERIC/Higher Education Research Report No. 3. 1975.

Demands a reinterpretation of the relationships between learning and working and serving so that more can be gained from all three activities. Delineates need for: rethinking of teaching methods; consideration of career needs and aspirations of students; new ways to serve the community fruitfully through the tools of education; and ways to accomplish the integration of work and personal goal attainment.

Sigmon, Robert L.

"Service-Learning: An Educational Style." North Carolina Internship Office, Raleigh, N.C., 1970.

Experiential learning rationale and description of service earning programs and internships in North Carolina, for post-secondary students. Concentrates on community service.

Southern Regional Educational Board

"Service Learning in the South. Higher Education and Public Service 1967-1972." Atlanta, Ga., 1973.

An anthology of articles written by founders of the service-learning programs of the Southern Regional Educational Board dealing with the development of

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the service-learning concept; with the translation of the concept into a variety of settings; and with attempts at evaluating both the concept and the practice of the concept. Includes a description of a service-learning philosophy applicable to broader development of off-campus experience for by giving students the opportunity to combine social and economic internships with their college programs.

Stephenson, J.B., & Sexton, R.F.

Experimental education and revitalization of the liberal arts. In S. Hook, P. Kurtz & M. Todorovich (Eds.), *The philosophy of the curriculum: The need for general education*. Buffalo: Prometheus Books, 1975.

Calls for the productive synthesis of liberal arts education and experiential learning. The authors feel that experiential learning will preserve liberal arts against degeneration. Cites examples.

Sundberg, N.D.

The community concern of the university. In F. R. Paulsen (Ed.), *Higher education: Dimensions and directions*. Tucson: University of Arizona Press, 1970.

Essay examines the role of the university in society and notes that it would better fulfill its charge with the implementation of experiential learning and a greater emphasis on community service.

Thomas, W.G.

Experimental education—A rationale for creative problem solving. *Education and Urban Society*, 1975, 7, 172-181.

If experiential learning is to be translated into credentials, there must be evidence of intellectual growth. A prime way to insure this growth is problem-centered experiential programs. Examples are given from such programs at UCLA. Notes that successful experiential learners usually have strong academic foundations, motivation and well developed skills of analysis and communication.

Tumin, M.

Valid and invalid rationales. In M. T. Keeton & Associates, *Experiential learning: Rationale, characteristics, and assessment*. San Francisco: Jossey-Bass, 1976.

Notes that there are some invalid rationales for experiential programs: they will not significantly alter the traditional educational system, equal access does not occur when experiential learning is inferior. But such programs can certainly augment traditional ones and provide education in areas not normally under traditional parvenue.

Wilson, J.W.

"Impact of Cooperative Education upon Personal Development and Growth of Values." Boston, Mass., Cooperative Education Research Center, Northeastern University, 1974.

Interviews with 456 Northeastern University liberal arts undergraduate students (293 of whom either participated or planned to participate in the cooperative education program; 163 of whom did not participate nor plan to participate in the cooperative education program) demonstrated that cooperative education students perceive greater personal change; place higher priority on career development; and evidence more conservative, cautious and prudent judgement than their non-participating peers.

Wirtz, W.W. and the National Manpower Institute

The boundless resource: A prospectus for an education-work policy. Washington, DC: The New Republic Book Company, 1975.

Calls for a multisector cooperative effort to integrate occupational structure and education system. Offers eleven proposals for immediate action and four propositions for achieving overall objectives. These call on government, industry, labor and education to take part.