

Theses and Dissertations

2018

**The impact of experiential learning in a service-learning context
from the adult learners' perspective: a phenomenological inquiry**

Michele Terrilee Dietz

Follow this and additional works at: <https://digitalcommons.pepperdine.edu/etd>

Recommended Citation

Dietz, Michele Terrilee, "The impact of experiential learning in a service-learning context from the adult learners' perspective: a phenomenological inquiry" (2018). *Theses and Dissertations*. 971.
<https://digitalcommons.pepperdine.edu/etd/971>

This Dissertation is brought to you for free and open access by Pepperdine Digital Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Pepperdine Digital Commons. For more information, please contact bailey.berry@pepperdine.edu.

Pepperdine University
Graduate School of Education and Psychology

THE IMPACT OF EXPERIENTIAL LEARNING IN A SERVICE-LEARNING CONTEXT
FROM THE ADULT LEARNERS' PERSPECTIVE: A PHENOMENOLOGICAL INQUIRY

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Michele Terrilee Dietz

July 2018

Farzin Madjidi, Ed.D. – Dissertation Chairperson

© Copyright by Michele Terrilee Dietz 2018

All Rights Reserved

This dissertation, written by

Michele Terrilee Dietz

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Farzin Madjidi, Ed.D., Chairperson

Lani Fraizer, Ed.D.

Gabriella Miramontes, Ed.D.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
LIST OF FIGURES	vii
DEDICATION	viii
ACKNOWLEDGEMENTS	ix
VITA	x
ABSTRACT	xi
Chapter 1: Introduction	1
Background of the Study	1
Statement of the Problem	8
Purpose Statement	9
Research Questions	9
Significance of the Study	10
Assumptions of the Study	12
Limitations of the Study	13
Definition of Terms	13
Summary	14
Chapter 2: Literature Review	16
Inclusion of Student Perspectives in Educational Design	17
Traditional Learning Theories	23
Key Aspects of Adult Learning Theory	27
Theoretical Framework: Adult Experiential Learning in the Service-Learning Context	37
Chapter 3: Research Design and Methodology	76
Restatement of Research Questions	76
Nature of the Study	77
Methodology	79
Research Design	82
Protection of Human Subjects	84
Data Collection	85
Statement of Personal Bias	92
Data Analysis	92
Summary	94

	Page
Chapter 4: Findings	95
Participants	98
Data Collection	98
Data Analysis	100
Data Display	101
Interrater Review Process	102
Research Question 1	104
Research Question 2	113
Research Question 3	117
Research Question 4	124
Summary	129
Chapter 5: Conclusions and Recommendations	131
Summary of the Study	132
Discussion of Key Findings	134
Implications of the Study	138
Study Conclusion	144
Thoughts for Future Research	146
Author's Notes	148
REFERENCES	151
APPENDIX A: IRB CITI Certificate	172
APPENDIX B: IRB Approval Notice	173
APPENDIX C: Recruitment Script	174
APPENDIX D: Informed Consent	175
APPENDIX E: Peer Reviewer Form	179
APPENDIX F: Copyright Permission from John Wiley & Sons	184
APPENDIX G: Copyright Permission from Experiential Learning and Teaching in Higher Education	187

LIST OF TABLES

	Page
Table 1. Service and Learning Typology.....	51
Table 2. Study Research Questions and Corresponding Interview Questions.....	89
Table 3. Revised Interview Questions Based on Peer/Expert Reviewer Feedback	90
Table 4. Participant Interview Dates.....	99
Table 5. Category Codes for Research Questions 1-4	101
Table 6. Themes and Categories for Research Questions 1-4	103
Table 7. Research Question 1: Theme/Category Occurrences	104
Table 8. Summary of Themes/Categories for Research Question 1	112
Table 9. Research Question 2: Theme/Category Occurrences	113
Table 10. Summary of Themes/Categories for Research Question 2	117
Table 11. Research Question 3: Theme/Category Occurrences	118
Table 12. Summary of Themes and Categories for Research Question 3	123
Table 13. Research Question 4: Theme/Category Occurrences	124
Table 14. Summary Themes and Categories for Research Question 4.....	129
Table 15. Summary of Themes for Research Questions 1-4	130
Table 16. Theories Related to Research Question Themes	133

LIST OF FIGURES

	Page
Figure 1. The experiential learning cycle	43
Figure 2. The nine learning styles in the KLSI 4.0	46
Figure 3. Components of a collaborative approach to teaching how to lead change.....	70
Figure 4. Process of a collaborative approach to teaching how to lead change.....	72
Figure 5. A collaborative approach to teaching how to lead change.	141
Figure 6. Student strategies and practices. A collaborative approach to learning how to lead change.....	143

DEDICATION

To Marme and Pop.

ACKNOWLEDGEMENTS

To my committee, Dr. Farzin Madjidi, thank you for seeing a research pathway before I knew one existed and even more for your kindness, laughter, and encouragement each step of the way. Dr. Lani Fraizer, and Dr. Gabriella Miramontes, sincere thanks to each of you for the time and thought you invested into my dissertation research.

To Dr. Jay Sanchez-Castillo and Dr. Karen Mitchell, looking back, I gather the path toward completing a doctoral degree is best accomplished with a team of fun, kind, reliable, and intellectually curious individuals. Through the many hours, days, weeks, months, and years of study, projects, and assignments that took us nationally and internationally it was my privilege to work and learn alongside each of you. You each are amazing individuals and doctors.

To my mentor, Dr. Debra Fisher, my gratitude and sincere appreciation for sharing your deep insight, warm support, and the expert guidance needed to help me reach my goal. Your talents as an educator and researcher are inspirational and your commitment to developing women educators is truly uplifting.

To the associate director of the Master of Science in Management and Leadership program (MSML), Dr. Bernice Ledbetter, sincere thanks not only for your unwavering confidence and gracious willingness to work with me on my dissertation research, but also for the tremendous work you continue to move forward for women in leadership.

To the MSML alumna/alumnus that participated in this study, I am humbled by the enthusiasm you each expressed in reaching out to participate and contribute to this dissertation research. Thank you each for having the heart to share how the MSML program has impacted you personally and professionally. You each inspire me with the good work you are carrying forward. Keep going!

VITA

EDUCATION

2018	Doctor of Education in Organizational Leadership	Pepperdine University, Graduate School of Education and Psychology Malibu, CA
2015	Master of Science in Management and Leadership	Pepperdine Graziadio Business School Malibu, CA
2001	Bachelor of Arts in Economics and Business	Westmont College Montecito, CA
2001	Bachelor of Arts in Spanish	Westmont College Montecito, CA

PROFESSIONAL BACKGROUND

2018 – Present	Learning Partner, Formation Institute	Providence St. Joseph Health Irvine, CA
2012 – 2018	Executive Assistant, Leadership Institute	St. Joseph Health Irvine, CA
2005 – 2012	Executive Assistant, Human Resources	St. Joseph Hospital Orange, CA
2003 – 2005	Business Development Donor Resources Consultant, Biomedical Services	American Red Cross San Diego, CA

ADDITIONAL CERTIFICATIONS

2015	Certificate in Project Management	UC Irvine Extension
2014	Certificate in Lean Six Sigma	Simpler Consulting
2008	Professional in Human Resources Certification	HR Certification Institute
2006	Certificate in Human Resources Management	UC Irvine Extension
2005	Licensed California Real Estate Salesperson	Bureau of Real Estate

ABSTRACT

In higher education, numerous experiential learning programs are offered to enhance students' learning, including international travel programs, immersion programs, internship programs, and service-learning programs. Although students participating in these programs are each higher education institution's number one stakeholders, rarely are they asked about the impact of these programs on their learning, both personally and professionally. For future graduate students, higher education institutions, program designers, and community partners, understanding the perspectives of graduate alumni that have participated in experiential learning programs can be valuable for the future development, assessment, and improvement of such programs.

For this reason, the purpose of this qualitative phenomenological study was to describe the impact of experiential learning from the perspectives of graduate alumni of Pepperdine Graziadio Business School (PGBS) who completed the Master of Science in Management and Leadership (MSML) Education to Community (E2C) service-learning capstone project. The study was guided by research questions that addressed graduate alumni strategies and practices when leading a change initiative in a service-learning context, the challenges they faced, their sense of the personal and professional significance of the opportunity, the lessons learned, and their recommendations for future programs. The goal of the study was to deliver to program designers current research that might contribute to the continued development and success of the MSML program.

Altogether, through data collection and data analysis, the findings fully supported the effectiveness of the program as expressed from the perspectives of graduate alumni related to student satisfaction and learning outcomes. The impact as described by graduate alumni indicated positive outcomes and strong agreement of the immediate and continued benefits of

their involvement in the E2C service-learning capstone project. The graduate alumni recounted that the opportunity to learn and apply theory by participating in the capstone project, with the support of faculty-to-student coaching and peer-to-peer mentoring led to long-lasting impacts, both personally and professionally. Of note, the findings suggested that in general graduate alumni gained a greater awareness of the non-profit sector, established relationships, developed leadership responsibilities, determined strategies and practices for leading change, and experienced personal development, and professional advancement.

Because of these findings, a couple of specific implications are suggested for future MSML graduate students and current MSML program designers. Future graduate students interested in getting the most out of their E2C capstone service-learning project can incorporate the learning strategies, based on the successful experiences of graduate alumni, which include: (a) the utilization of MSML program resources, (b) academic collaboration, and (c) community partner collaboration. Additionally, a particular implication for program designers includes the application of a revised version of the collaborative approach to teaching students how to lead change model. The four components of this simple model create a platform for students to thrive in leading a change initiative through an E2C service-learning capstone project. The model consists of four primary components: (a) theory, (b) application, (c) coaching, and (d) evaluation.

Chapter 1: Introduction

The setting of this study was Pepperdine Graziadio Business School's (PGBS) Education to Community (E2C) service-learning capstone program. The design of the E2C service-learning capstone program encourages Master of Science in Management and Leadership (MSML) graduate students to lead a change initiative, known as an E2C project. Students participating in an E2C project collaborate with local nonprofit community partners in addressing their real-time organizational challenges. The E2C projects are intended to give graduate students the opportunity to experience firsthand the application of theories, ideas, concepts, and models discussed in the MSML program and to use those tools and concepts to understand what is taking place in their client organizations.

Background of the Study

The focus of this qualitative phenomenological study was to describe the impact of experiential learning from the perspectives of PGBS graduate alumni who have completed the MSML program's E2C service-learning capstone project. As such, this section begins with background information on the inclusion of students' perspectives in educational design. Next, an overview of educational design and theory is presented specific to traditional and adult learning theories that inform adult experiential learning. Last, a framework of adult experiential learning in a service-learning context is presented.

Inclusion of students' perspectives in educational design. First, the following background information is helpful for situating this study in the research literature and validating the need for program designers' deeper understanding of students' perspectives. Beginning with, experts in program design contend that stakeholders' perspectives ought to be integrated in the design and implementation of educational courses (Fishman, 2014; Silva et al., 2016). The

student is one such constituent whose perspective is unique and of great value to those who research and design educational programs (Bovill, Cook-Sather, & Felten, 2011; Könings, Seidel, & van Merriënboer, 2014; McLeod, 2011; Wei, 2017). However, while experts assert that student feedback and input is valuable, research literature indicates that students' input in the design of curriculum is often lacking (Carey, 2013; Könings et al. 2011; Lalor, Lorenzi, & Rami, 2015; Mitchell, 2014; O'Neill & McMahon, 2012).

Additionally, research literature suggests that interaction between students and program designers “is one of the most important factors in student learning, development, engagement and satisfaction” (Cook-Sather, Bovill, & Felten, 2014, p. 98) in higher education; even so, student perspectives are not taken into consideration for several reasons. One reason is that program designers oftentimes do not consider students as stakeholders in the course design process. For the most part, instructional programs are predominantly implemented and sustained by academics (Bennett, Sunderland, Bartleet, & Power, 2016) and courses are taught by program designers who have a predefined set of concepts and theories (Laurillard, 2013; Phillips, Bolduc, & Gallo, 2013; Reneland-Forsman, 2016; Zhai, Gu, Liu, Liang, & Tsai, 2017). Another reason, is that program designers may not see the benefit of co-designing curriculum or incorporating student feedback (Werder & Otis, 2010). At the same time, the program designers that do strive to co-design and incorporate feedback can face students who are uninterested or uncomfortable with learner-centered education can resist providing feedback (Hains & Smith, 2012; Reneland-Forsman, 2016).

Not to mention, universities are constantly engaged in supporting program and course design to remain competitive to meet market demands; however, administrators at the institutional level also frequently fail to consider students' valuable input (Bovill et al., 2011;

Carey, 2013; Seale, 2010). This lack of inclusion results in program designers and academics designing, assessing, and implementing programs without consistently incorporating the student perspective (Brooman et al., 2015; Caspersz & Oлару, 2017; Fishman, 2014; Könings, Brand-Gruwel, & van Merriënboer, 2010). For these reasons, the perspective of students and the impact of their learning experiences is missing from the literature (Brooman, Darwent, & Pimor, 2015; Könings et al., 2011).

To highlight the importance of considering stakeholder input in program design, this study examined the strategies and practices, challenges, and successes of selected graduate alumni who have participated in an E2C capstone service-learning project. By exploring these students' learning practices, along with their challenges and the ways they described and defined their own learning success, this research sought to expand the literature relative to successful educational design practices from graduate alumni perspectives.

Educational design and theory. As a starting point, from an educational program designer's perspective, an understanding of learning theories is central to the educational design process since learning theories provide program designers "with instructional strategies and techniques for facilitating learning" (Ertmer & Newby, 1993, p.1). Successful program designers are familiar with five traditional learning theories "that offer a structured foundation for planning and conducting instructional design activities, which include: behaviorism, humanism, cognitivism, social cognitivism, and constructivism" (Ertmer & Newby, 1993, p. 3). For program designers an understanding of the aforementioned traditional learning theories informs the educational design process related to the specific techniques available to support students' learning styles and adapt their learning spaces (Keller, 1979). Of equal importance to designers of adult instruction are adult learning theories. Overviews of traditional and adult learning

theories are provided in the following subsections. A more thorough discussion of these theories is presented in the chapter 2 review of the literature.

Traditional learning theories. Merriam and Bierema (2014) explained, “While we have stories of ancient adult educators, there was no systematic investigation of learning until the late 19th and early 20th centuries” (p. 43). Five traditional educational theories of the 20th century—behaviorism (Skinner, 1976), humanism (Maslow, 1968), cognitivism (Piaget, 1972), social cognitivism (Bandura, 1977), and constructivism (Bruner, 1985; Dewey, 1938; Vygotsky, 1978)—are discussed since each offers a varying description of learning that is applicable to adult learners. Each of these five traditional learning perspectives is discussed in relation to the process of adult learning.

Behaviorism as a concept started with Watson in the 1920s. Skinner (1976) and others developed a theory, and the theory broadly states that human behavior is reactionary so only observable behavior can determine whether learning has occurred. The goal of program designers from the behaviorist perspective is to teach in a way that produces a specific response from the students (Ertmer & Newby, 1993).

In the 1950s, Maslow and others established an alternative humanistic perspective focused on the whole person. The adult learning theories of andragogy and transformative learning each are rooted in the humanistic principles (Merriam & Bierema, 2014) of internal motivation and personal development. For Maslow (1970), a goal of learning was self-actualization.

Piaget (1972) provided the basis for a theory of cognitive development with a focus on the adult learners’ mental process. A goal of program designers from the cognitive perspective is to organize information so students can “connect new information with their existing knowledge

in meaningful ways” (Ertmer & Newby, 1993, p.14). According to Piaget, individuals adapt to their environment in two ways—assimilation and accommodation. Assimilation involves utilizing or changing the environment to fit within pre-existing cognitive structures. Conversely, accommodation involves changing cognitive structures to accept some aspect of the environment. The goal, according to Piaget, is to achieve equilibrium, which is a balance between both assimilation and accommodation (Blake & Pope, 2008).

Social cognitive theory draws from both behaviorism and cognitive theories. According to Bandura (2001), adults learn socially through observing and modeling. The goal of the program designer is to create an environment wherein students feel comfortable to learn and develop through social interaction and observation.

Constructivists such as Dewey (1938), Bruner (1985), and Vygotsky, (1978) equated adult learning with making meaning from experience through reflection. Merriam and Bierema (2014) explained that “constructivism is foundational to understanding much of adult learning theory and practice” (p. 37) since aspects of the theory, “especially the social construction of knowledge” (p. 37), fundamentally relate to andragogy, transformational learning, and experiential learning. From this perspective Ertmer and Newby (1993) described the two-fold goals of the program designer:

1. To instruct the student on how to construct meaning, as well as how to effectively monitor, evaluate, and update those constructions; and
2. To align and design experiences for the learner so that authentic, relevant contexts can be experienced (p. 19.)

Altogether, behaviorism, humanism, cognitivism, social cognitivism, and constructivism serve as the underpinning for the development of the following adult learning theories.

Adult learning theories. “All learning always includes three dimensions: the content dimension of knowledge, understandings, skills, abilities, attitudes and the like, the incentive dimension of emotion, feelings, motivation and volition, and the social dimension of interaction, communication and cooperation—all of which are embedded in a societally situated context” (Illeris, 2007, p. 87). In addition, adult learners have unique characteristics and associated concepts that influence how they learn. Adult learning has been described as self-directed, voluntary, experiential in nature, collaborative, participatory, and transformative (Dewey, 1938; Knowles, Holton, & Swanson, 2015; Mezirow, 1997). Concepts closely associated with adult learners tend to include the ideas of self-concept, learning styles, and emotional intelligence (Knowles et al., 2015; D. Kolb, 2015; Goleman, 2017).

Based on an understanding of the characteristics and associated concepts, Knowles (1980) introduced a learner-centered andragogical process to clarify how adult learners learn best. Knowles andragogical approach to teaching moves away from the preceding and long-standing pedagogical teacher-centered approach. Another approach to teaching adults involves the transformative learning theory (Mezirow, 1990, 2000; Mezirow & Taylor, 2009; E. Taylor & Cranton, 2012), which is also a learner-centered. These learning theories were chosen to support this study because of their significance in the field of adult learning and applicability to this study.

While pedagogy is not an adult learning theory, to best understand the meaning of andragogy, an understanding of pedagogy is necessary (Knowles et al., 2015). The term pedagogy means “the art and science of teaching children” (Knowles et al., 2015, p. 19) and as a learning theory is based on behaviorism. Pedagogical instruction is relevant to this study as an approach to teaching used in experiential learning.

Andragogy is an approach to teaching adult learners that informs the teaching strategy of experiential learning in a service-learning context. Andragogy “has been described as a set of guidelines (Merriam, 1993), a philosophy (Pratt, 1993), a set of assumptions (Brookfield, 1986)” (Knowles et al., 2015, p. 3) and for purposes of this study, as a theory (Knowles, 1989).

Andragogy is based on humanist, cognitivist, and constructivist approaches to teaching.

Merriam and Bierema (2014) explained that “transformative or transformational (terms used interchangeably in the literature) has become the most studied and written about adult learning theory since Knowles proposed andragogy in the 1970s” (p. 82). For students, “the goal of transformative learning has to do with making meaning out experiences and questioning assumptions based on prior experiences” (Cranton, 2016, p. 14). Like andragogy, transformative learning is based on humanist, cognitivist, and constructivist approaches. For this study, the function of pedagogical, andragogical, and transformative learning theories are to support program designers’ understanding of adult learners.

Adult experiential learning in a service-learning context. Experiential learning can be described as a type of adult learning that incorporates pedagogical, andragogical, and transformational techniques. Experiential learning is commonly defined “as a process whereby knowledge is created through the transformation of experience” (Kolb, 2015, p. 38) and described as foundational to the way adults learn best (Wurdinger & Carlson, 2010). According to educators, over the last several decades experiential learning continues to remain popular in higher education (Barnes, 2016; Tompkins & Ulus, 2016) and experiential, learner-centered education continues to gain widespread acceptance (Kolb, 2015). Research literature indicates that experiential learning experiences are well received by students, who find such learning to benefit their learning outcomes and development (Al Barwani et al., 2013; Carson & Domangue,

2013; Yorio & Ye, 2012). In this study, experiential learning is referred to as a theoretical framework incorporating the Experiential Learning Theory (ELT). ELT, in particular, integrates multiple learning theories into a single theory of adult learning. Further, ELT is distinguished from other adult experiential learning theories in the way the theory integrates four learning processes into a distinct framework and addresses students' learning styles and learning spaces.

Numerous teaching approaches are rooted in adult experiential learning and ELT, and service-learning is one such approach. "Service-learning is a form of experiential learning" (Eyler & Giles, 1999, p. 7) used to describe a program or a project. Service-learning is defined as "an initiative or set of initiatives that provides opportunities for students to accomplish tasks that meet human and community needs in combination with reflection structured to achieve desired learning outcomes" (Jacoby, 2015, p. 4). A significant advantage of a service-learning project is the opportunity the experience offers to benefit the students and community partners. Service-learning projects have the potential to increase students' development through learning while serving the community through outreach (Castañeda, Islam, Stetten, Black, & Blue, 2017). Service-learning is also viewed as a best practice in education (Bernadowski, Perry, & Del Greco, 2013; Cooke & Kemeny, 2014) and as such is the focus of the context of this study. This context leads to the issue to be addressed and the purpose of this study.

Statement of the Problem

Despite research validating the impact of experiential learning experiences for students, institutions, and communities (Hancock, Smith, Timpte, & Wunder, 2010; Phillips et al., 2013), students' perspectives in the design of experiential learning curriculum is not considered deeply enough (Werder & Otis, 2010). While various studies have identified the importance of experiential learning to program learning outcomes (Al Barwani, Al-Mekhlafi, & Nagaratnam,

2013; Carson & Domangue, 2013; Yorio & Ye, 2012) these studies have not always included the views of the students when explaining these outcomes (Carey, 2013; Phillips et al., 2013). Consequently, the problem with incorporating experiential learning experiences in program design is that students' perspectives describing the impact of experiential learning are missing from the literature (Cooke & Kemeny, 2014).

Although theories and practices relative to experiential learning are numerous and have been countless studied, what still has not been considered deeply enough are students' perspectives of the impact of experiential learning on their learning outcomes (Brooks & Simpson, 2014). Specifically, in business schools, various experiential learning programs are offered to enhance students' learning, including international travel programs, immersion programs, internship programs, and service-learning projects. Yet rarely are graduate business students asked about how these programs impacted their learning.

Purpose Statement

The perspectives of students participating in experiential learning experiences are essential for the future development, assessment, and improvement of such programs (Austin & Rust, 2015; Brooman et al., 2015; Chong, 2014). At the same time, students want to contribute to decision making as part of the larger academic community (Carey, 2013; Little & Williams, 2010.) Accordingly, the purpose of this qualitative phenomenological study was to describe the impact of experiential learning from the perspectives of Pepperdine Graziadio graduate alumni who completed the MSML E2C service-learning capstone project.

Research Questions

In support of the purpose of this study, there was a central research question and four sub-questions that guided this study. In qualitative studies, the researcher poses "an overarching

central question and several sub-questions” (Creswell, 2013, p. 138) to provide guidance in addressing the purpose of the study. As such, the central research question providing guidance for this study was, “How do graduate alumni of Pepperdine Graziadio Business School describe the impact of experiential learning as experienced in the MSML service-learning capstone project?” Four sub-questions provided further guidance for this study:

- RQ1: What strategies and practices did the graduate alumna/alumnus find most helpful to his/her learning?
- RQ2: What challenges did the graduate alumna/alumnus face during his/her experiential learning capstone project?
- RQ3: How did the graduate alumna/alumnus describe and define learning success?
- RQ4: Based on his/her experience, what recommendations do the graduate alumna/alumnus make specific to the design and implementation of future experiential learning projects/programs?

Significance of the Study

The benefits of receiving students’ feedback related to the implementation and development of the E2C service-learning program are far reaching. This study contributes to the continued development of the PGBS E2C program, as well as expands the research literature specific to program design and experiential learning in a service-learning context. The findings of this study benefit future graduate students that have best practices documented and contribute to the future design and assessment of similar programs, in addition to offering PGBS insights from the research that may assist in providing community partners better services.

Significance to private higher education institutions. Many institutions implement service-learning programs to meet the *service* component of their mission statements (Bringle &

Steinberg, 2010; Weber & Weber 2010). Additional benefits of a service-learning program include the positive perceptions that develop in the community from the collaboration with the institution through service-learning projects which can lead to assisting with student recruitment, higher enrollment, and enhanced name recognition as well as help with fundraising, as donors tend to want to know how their contributions are making a difference in the institution and the community, and want their money to be given to worthy and accountable causes (Cicero-Johns, 2016; Tempel, Seiler, & Aldrich, 2011). At the same time, potential institutional benefits of including students' perspectives in program design include increased awareness of student views of their learning outcomes and personal development, which may lead to opportunities to develop program academic outcomes to increase program satisfaction and retention rates.

Significance to program designers. For program development purposes, the study findings may help designers and faculty members understand students' perspectives on the practices, benefits, and challenges of the E2C service-learning capstone project. For instance, students' perspectives may provide insights to share with faculty as to how students value different types of support, mentoring, and coaching. When faculty members have a clearer understanding of the possible range of student needs, they can more readily address these needs. Accordingly, understanding students' perspectives allows faculty to improve processes. Similarly, when students' perspectives are more clearly understood, program designers may improve their design strategies that ultimately achieve intended academic and program learning outcomes, providing a positive impact for students, the institution, and community partners.

Significance to community partners. The influence of the students' fresh perspectives on and understanding of the experiential learning approach can help the program run more efficiently, which benefits community partners receiving enriched services. In a recent study

conducted by Jettner, Pelco, and Elliot (2017), community partners reported the significance of service-learning with greatest impact being on enhancing organizational capacity to fulfill their mission, followed by providing them with social and economic benefits. Further, students' perspectives can provide insights for improving program structures that may also inform future community partnerships.

Significance to future students. Experiential learning opportunities, such as the E2C service-learning capstone project, have been integrated into higher education to prepare graduates academically and as engaged citizens (Bringle, Clayton, & Hatcher, 2013). Through this collaboration students may gain confidence in articulating their increased knowledge in leading change and developed leadership skills by reflecting and sharing what they have learned from their experiences. In addition, students' perspectives can be presented to future students to help them make more informed decisions about measuring, tracking, and defining their personal learning success. With the significance of the study to future students and various stakeholders in mind, it is essential to note the following factors and characteristics that guided the study.

Assumptions of the Study

A research assumption is an aspect of the study that is accepted as true even if direct evidence is absent or limited (Pyrchak & Bruce, 2016). The assumptions of this study are as follows:

1. The semi-structured interview questions provided to participants were a reliable and valid means of identifying experiential learning practices and strategies.
2. Participants were interested in the course content and were receptive to experiential learning.

3. Participants' levels of knowledge and prior experience with experiential learning experiences, inside and outside the classroom, were varied.
4. Participants could reflect on their learning of the program and express how they applied their own learning experience.
5. Participants felt comfortable to respond openly and honestly.

Additionally, the following conceptual assumptions are implicit in the study:

1. Participants' learning styles develop over time, beginning in childhood.
2. Participants' learning styles influence their course expectations.
3. Course expectations are based on previous experiences.

Limitations of the Study

A limitation "is a weakness or handicap that potentially limits the validity of the results" (Pyrszak & Bruce, 2016, p. 73). Limitations of the study include the following:

1. The study is limited to students from a medium-sized, private, faith-based higher education university in the southwest region of the United States.
2. Participant demographics are not considered.
3. Findings are not transferable across institutions.

Next, definitions of key terms are provided, and the chapter concludes with a summary.

Definition of Terms

For the study, the following key terms are defined:

Adult learner: A business student pursuing a postgraduate degree.

Experiential education: "A philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order

to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities” (The Association for Experiential Education, 2017, para. 1).

Educational design: Incorporates the principles of curriculum development, learning design, and instructional design.

Impact; The difference program designers make in students’ lives because of the programs they conduct (Diem, 1997).

Program designers: Instructional and educational faculty and administrators.

Service-Learning: “A form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes” (Jacoby, 2015, p. 2).

Summary

The focus of this qualitative phenomenological study was to describe the impact of experiential learning from the perspectives of graduate alumni of the PGBS who completed the MSML E2C service-learning capstone project. The need was for greater understanding of the impact on learning outcomes from the students’ perspective. Requesting input to develop a deeper understanding of students’ perspectives offers instructional program designers and instructional programs such as the MSML program an opportunity to continue to progress to meet the changing needs of future graduate students.

Chapter 1 established the foundation of this study by presenting the current thinking related to the inclusion of students’ perspectives in educational design, introduced current limitations specific to the inclusion of student perspectives, and emphasized the importance of this study. Several learning theories that influence this study were highlighted with the understanding that no single theory completely informs how adults learn, each theory contributes

uniquely to educational design of instructional programs (Arghode, Brieger, & Mclean, 2017). In support of the purpose of the study, the central research question and four sub-questions provided guidance for the study by addressing the lack of students' input when designing programs and offer a framework for the development of the interview questions. In subsequent chapters, student participant responses to semi-structured interview questions yielded data that were analyzed and interpreted. Based on the findings, recommendations are offered to future students and program designers who design, assess, and implement experiential learning experiences. The following chapter offers a review of the relative to the inclusion of students' perspectives in program design, traditional learning theories, adult learning theories, and experiential learning theory in a service-learning context.

Chapter 2: Literature Review

Research literature indicates the value of experiential learning in the context of service-learning for adult students, institutions, faculty, and the community (Hancock et al., 2010; Phillips et al., 2013; Stater & Fotheringham, 2009). Moreover, adult learners' perspectives play a critical role in curriculum development and instructional design (Cook-Sather, Bovill, & Felten, 2014; Könings, Seidel, Brand-Gruwel, et al., 2014; McLeod, 2011; Wei, 2017). However, the value of obtaining perspectives, in particular adult students' perspectives about experiential learning experiences, is lacking in the literature (Werder & Otis, 2010). By developing a deeper understanding of adult learners' perspectives about experiential learning, instructional programs can be enhanced to focus on the varying needs of future students. This study focused on an instructional program of PGBS. Specifically, the purpose of this qualitative phenomenological study is to describe the impact of experiential learning from the perspectives of Pepperdine Graziadio graduate alumni who completed the MSML service-learning capstone project.

In keeping with Machi and McEvoy's (2009) definition of the literature review, this chapter "presents a logically argued case founded on a comprehensive understanding of the current state of knowledge about a topic of study" (p. 4), with attention on answering the study's research questions. In the case of this present study, the central research question is, "How do Pepperdine Graziadio graduate alumni describe the impact of experiential learning as experienced in the MSML service-learning capstone project?" As such, this review of the literature is organized according to four purposes: (a) to describe the history regarding the background of the inclusion of student perspectives in educational design, (b) to summarize traditional learning theories that have historically informed curriculum development and instructional design, (c) to summarize key aspects of adult learning theory, and (d) to discuss

adult experiential learning, the study's theoretical framework in the context of service-learning and the need for greater understanding of service-learning's impact on learning outcomes from students' perspectives.

Inclusion of Student Perspectives in Educational Design

Improving educational design is central to learning and teaching (Arghode et al., 2017). When considering the inclusion of students' perspectives in educational design, the research literature addresses two broad categories. One category comprises literature specific to the significance of including students' perspectives in educational design. The other category describes the reality of educational programs and courses that limit the inclusion of student perspectives in the design process.

Importance of student perspectives. “High quality service-learning is designed with attention to the full range of stakeholder perspectives” (Clayton et al., 2012, p. 8). As Jacoby (2014) explained, “For service learning to take root and grow, it must be appreciated, valued, and supported by many stakeholders, both inside and outside the institution” (p. 205). The research literature identifies a handful of stakeholders whose perspectives need to be included in the design of educational offerings. These stakeholders include the institution, program designers, community partners, and students (Cook-Sather et al., 2014; Fishman, 2014; Könings, Seidel, Brand-Gruwel, et al., 2014; Silva et al., 2016).

Private higher education institutions. It is necessary to include the perspective of private higher education institutions in the design of educational offerings because for service-learning to achieve its potential benefit for students, program designers, and the community, the institution must offer its full support and commitment (Jacoby, 2014). For institutions “to be successful in the long run, service-learning must be intentionally connected to the institution's

mission, culture, climate, history, and nature of the student body” (Jacoby, 2014, p. 185).

Moreover, with support and backing from administration, program designers will be more likely to adopt an implement pedagogies like experiential learning and service-learning (Forbes, Washburn, Crispo, & Vandever, 2008).

Community partners. Through program designers’ relationships with the community, partnerships that benefit both can be established. For the institution, program designers, and students, the reasons why the perspective of community partners should be included in the design of education are twofold. First, in so doing they will learn from the partners’ experiences in terms of what has been tried in the past to best determine future plans (Jettner et al., 2017). Second, they will learn firsthand community members’ perceptions of the institution in the community (Jacoby, 2014). In both instances, by including the community partners’ perspective relationships are developed and strengthened.

Program designers. The inclusion of program designers’ perspective that oversee the design and implement educational offerings are central. Program designers are in the unique position of interacting with each stakeholder group and have the potential of learning about and advancing the perspectives of the various stakeholders. It is for this foremost reason, program designers’ perspectives are essential in making connections between program learning outcomes and academic content (Jacoby, 2014).

Students. Because students also have their own points of view, self-perceptions, expectations, interests, learning needs, learning styles, and prior experiences, their perspectives ought to be included in the design of educational offerings (Hunter & Krantz, 2010). Gardebo and Wiggberg (2012) “describe students as the university’s unspent resource” (p. 9), asserting “that if there is to be a single important structural change during the coming decades, it is the

changing role of student who are given more in defining and contributing to higher education” (p. 9). As such, Cook-Sather et al. (2014) expressed the value of the students’ perspectives to the institution, program designers, and the community in the following terms:

- Students have insights into teaching and learning that can make our [program designers] and their practice more engaging, effective, and rigorous.
- Faculty [program designers] can draw on student insights not only through collecting student responses but also through collaborating with students to study and design teaching and learning together.
- Partnerships between students and faculty change the understanding and capacities of both set partners—making us all better teachers and learners. (p. x)

In sum, each stakeholder perspective is valuable; however, the inclusion of students’ perspectives is most important because it offers an effective way to decentralize the classroom in a way that promotes learning (Dewey, 1938; Freire, 1970; Knowles et al., 2015, D. Kolb; 2015; Mezirow, 2000). Instead of “authority, expertise, power and responsibility” (Werder & Otis, 2010, p. 11) beginning and ending with program designers, when these factors are distributed between students, program designers, and the community, each stakeholder has access to a deeper inquiry into teaching and learning.

Reality of limited inclusion of student perspectives. The research literature indicates that although the perspectives of students and the impact of their learning experiences are valuable, they are not being addressed adequately in the design process (Carey, 2013; Lalor et al., 2015; E. Mitchell, 2014; G. O’Neill & McMahon, 2012; Seale, 2010). There are a number of potential reasons why this is so.

Challenges to including students' perspectives. Challenges that relate to the lack of inclusion of students' perspectives in educational design consist of a lack of overall institutional awareness, a lack of program designers' support, lack of students' comfortability, and a lack of opportunity for students to provide effective feedback. A few of these challenges interfere with program designers reaching out to students for feedback. Additionally, recruitment, training, and supervision take time and resources (Werder & Otis 2010). At the same time, from students' perspectives there are challenges related to motivation, experience, or skills needed to contribute to the various participant roles (Werder & Otis, 2010).

Further, the nature of relationships between program designers and students can make it a challenge for program designers to listen to students. For instance, power difference (e.g., status, position) and interpersonal differences (e.g., age, power) (Werder & Otis, 2010) can affect the interactions between the program designer and the students. Altogether, learning cannot take place without students' willingness or comfortability to participate (Arghode, 2017). Student motivation needs to match effective educational design to promote learning (Arghode et al., 2017) and it is at the institutional level that the tone is set.

Lack of institutional awareness. "Despite a long history of learner-centered approaches (going back to Socrates and Plato) and today's consensus on their positive impact, many universities still lag behind in fully integrating them into their programme[s]" (Canboy, Montalvo, Buganza, & Emmerling, 2016, p. 445). This deficit is in part due to the institutional-level support needed to connect strategic-level priorities and goals with service-learning opportunities. As such, there are instances at the strategic planning level when administrators, board members, and funders could use a clearer understanding the benefits of service-learning. For instance, an administration that makes student recruitment an institutional priority,

may find advantage in promoting service-learning as a way to attract or recruit to students who want to make a difference in the community (Jacoby, 2014).

Lack of program designers' support. This deficit related to the lack of inclusion of students' perspectives is also result of program designers planning, implementing, and assessing instructional programs without consistently incorporating the students' perspective (Brooman et al., 2015; Caspersz & Olaru, 2017; Fishman, 2014). There are a wide range of reasons program designers choose not to incorporate student feedback. Namely, student feedback is not incorporated in the design and implementation of programs because program designers do not request students' input (Phillips et al., 2013; Zhai et al., 2017). Also, obtaining, sharing, providing recognition, and implementing the students' feedback place significant time demands on program designers (Jacoby, 2014). For program designers who are accustomed to a certain way of working, taking in student perspectives can be challenging to "the inherited routines of academic life" (Hutchings et al., 2011, p. 6).

According to Freire's (1970) "banking" (p. 72) concept of education, the student functions as a repository to whatever knowledge the program designer chooses to deposit. Many program designers are accustomed to taking responsibility "as the *expert* who imparts knowledge" (Kisfalvi & Oliver, 2015, p. 717). Regarding this approach, Welker (1991) argued:

Instructors who offer knowledge from the fount of received wisdom risk not only relegating students to instructional passivity, but miss the opportunity of modeling for students that human example of lifelong learning which might best serve them in their own lives. (p. 30)

As noted by Kisfalvi and Oliver (2015), program designers' frustration can come from the desire to "impart knowledge and control what happens in the classroom" (p. 719).

Lack of students' comfortability. From another angle, students' perspectives may not be addressed adequately in the design process because of their lack of comfort providing feedback

to the institution and program designers (Hains & Smith, 2012). In one way, depending on learning styles, some students are not comfortable with learner-centered education and do not connect enough to the learning approach to care to provide feedback (Reneland-Forsman, 2016) or may not be ready or open to accept the teaching methodology. For students, frustration and lack of comfortability in providing feedback can come from the awareness that the success of their learning depends on their active participation in the program (Weimer, 2002). In another way, students may also feel they are being held back by slower classmates (Shimazoe & Aldrich, 2010) or may struggle with team dynamics affecting perceptions of their ability to succeed, which can lead to lower engagement. In turn, low engagement can cause lack of comfortability and demotivation to provide input. There can also be a sense that the feedback is being overlooked, or of fear of a loss of positive association with the program designer or with the institution if there is a sense that the feedback may misinterpreted or not well received.

Lack of opportunity to share feedback. Most of all, student feedback is not incorporated in the design of educational courses because traditionally courses are designed and implemented by program designers who consult with students less than any other stakeholder in the educational design process (Laurillard, 2013; Reneland-Forsman, 2016). Students who are comfortable sharing feedback may lack opportunities to provide input because opportunities can be limited or poorly communicated. Comparatively, program designers predominantly rely on standardized course evaluations, which assess interests and attitudes of the class and of the program designer. However, these tools oftentimes do not effectively analyze the variables related to students learning and experiential learning (Jacoby, 2014).

Summary. Each stakeholder possesses a unique viewpoint when it comes to educational design. As Baker and Griffin (2010) noted, “In an environment that promotes conversational

learning, people can transform their collective experiences and difference into new knowledge through the sense they make together” (p. 6). From an institutional and instructional point of view, it is particularly important to know how students are thinking about and processing their experiences in order to promote learning and design programs (Werder & Otis, 2010). As Mezirow (1999) explained, “It is not so much what happens to people but how they interpret and explain what happens to them that determines their actions, their hopes, their contentment and emotional well-being, and their performance” (p. xiii).

Traditional Learning Theories

Several traditional learning theories have historically informed educational design, including behaviorism (Skinner, 1976), humanism (Maslow, 1968), cognitivism (Piaget, 1972), social cognitive theory (Bandura, 2001), and constructivism (Bruner, 1985; Dewey, 1938; Vygotsky, 1978). Many theories of learning have been established upon the foundational work of these theorists and others. Each of these educational theories offer a varying description applicable to adult learners participating in experiential learning in a service-learning context.

Behaviorism. Behaviorism developed into a learning theory by Skinner (1974) and others. The theory focuses on observable changes in behavior to determine if learning has occurred. Gaining knowledge through observable actions is the focus of behaviorism. In this way, program designers reward and measure adult learners’ engagement with points for participation and not their ability to engage in in-depth inquiry (Ertmer & Newby, 1993).

Humanism. Humanistic psychologist Abraham Maslow (1968) established an alternative perspective on human nature and learning that opposed behaviorism. Humanists hold “human beings have the potential for growth and development and that people are free to make choices and determine their behavior” (Merriam & Bierema, 2014, p. 29). The goal of learning for

Maslow (1970) was self-actualization, which is illustrated in Maslow's hierarchy of needs. For humanists, the goal of learning is for individual independence, self-reliance, and self-awareness. The adult learning theories of andragogy and transformative learning are rooted in humanistic principles.

Cognitivism. This theory focuses on the adult learner's mental process. For Piaget (1972), the focus of learning was on learners constructing meaning at higher levels as they matured. Like Dewey (1938), Piaget (1964) related his work to children and not adult learners. Certain educational design theories intersect with the cognitive theory of learning. For example, "Bloom's (1956) taxonomy of cognitive outcomes that is used for curriculum planning and developing learning objectives" (Merriam, 2014, p. 34) identifies three types of learning outcomes: cognitive, affective, and psychomotor. For program designers, "the work in cognitive development, memory and instructional design theory can be used to facilitate learning and plan instruction with adults" (Merriam, 2014, p. 35).

Social cognitive theory. Drawing from behaviorism and cognitivism, the premise of this theory is that adults learn socially by observing and modeling (Bandura, 2001). For Bandura (1977) self-efficacy was distinguished as an essential factor in motivating students to pursue their goals. Related to learning outcomes, "self-efficacy has become a highly effective predictor of students' motivation and learning" (Zimmerman, 2000, p. 82). Bandura (1997) named four sources that influence self-efficacy:

- Enactive Mastery Experiences
- Vicarious Experiences
- Verbal Persuasion
- Physiological and Affective States (p. 79)

Bernadowski et al. (2013) later studied students to examine the effects of service-learning on self-efficacy. The findings indicated that self-efficacy enhanced students' perceptions of their ability to be successful when service-learning was connected to the course.

Constructivism. The constructivist learning theory, which incorporates several learning theories, is recognized as a learner-center approach foundational to adult learning theory and practice (Merriam, 2014). Experiential learning is a constructivist learning approach, for example, that takes place through experience and reflection (Bruner, 1985; Dewey, 1938; Vygotsky, 1978). Constructivists draw from several well-known theorists including those articulated by Dewey (1938), Bruner (1985), and Vygotsky (1978).

Dewey's (1938) idea of experience was "a transaction taking place between and individual and what, at the time, constitute his environment" (p. 41). To put it another way, Dewey explained that students build expertise through continual interaction with their environments. Dewey also clarified the "intimate and necessary relation between the processes of actual experiences and education" (p. 20). According to Bruner (1977), constructivists view the development of knowledge as created by students as they work to make sense of their experiences. Bruner also pointed out that program designers must start "where the learner is" (p. xi) and design programs in which students can build their own knowledge (Vygotsky, 1978). Vygotsky (1978) considered the role of the sociocultural context in how adult learners construct meaning from their experiences. In other words, adult learners build their knowledge through interactions with people and their surroundings, which also relates to social cognitive theory. These aspects of constructivism are central to adult learning, transformational learning, and experiential learning (Merriam, 2014).

In the literature, the humanist, learner-centered, constructivist viewpoint features prominently in the later adult learning theories of Malcolm Knowles (Knowles et al., 2015), David Kolb (2015), and Jack Mezirow (1994). These theorists maintain that experience alone does not teach; rather, they argue that learning only happens when the adult learner processes the experience through reflection into action. The learner-centered constructivist approach to teaching provides adult learners with the opportunity to make sense of what they are learning rather than only receiving information passed down from program designers through lectures and reading (Smart, Witt, & Scott, 2012). The learner-centered approach also offers adult learners a chance to apply their previous knowledge and years of experience to achieve their learning goals (Weimer, 2013), helping adult learners reflect on their experiences to construct new knowledge (Knowles et al., 2015).

Moreover, the research literature indicates that students favor the constructivist approach to educational design. Harpe and Phipps (2008) studied 102 doctoral students to gain insight into students' perceptions of a learner-centered course to improve a newly redesigned course. The course was redesigned to create a learner-centered structure that aligned with the university's academic goals based on feedback from former students. To assess students' perceptions of the changes, researchers developed a 20-question survey using a 5-point Likert scale, along with an open-ended comment section. Approximately 77% of the student participants preferred the learner-center course over similar non-learner centered courses. Moreover, over 80% of the student participants shared that they would prefer future courses to mirror the learner-centered approach. Changes in the program included providing students opportunities for self-reflection, journaling and sharing in a small group setting, and a point-based grading system.

In a similar study, Abel and Campbell (2009) explored student perceptions of a learner-centered course. The researchers divided a second-year master's level course of 59 students into one group that implemented learner-centered and another that featured teacher-centered learning. Quantitative and qualitative assessments including focus groups and surveys were conducted 2 weeks before and after the end of semester. The results indicated that student participants preferred the learner-centered approach and were more likely to develop advanced practice skills.

Exploring learner-centered approaches for students to build knowledge by applying theoretical content to practice supports the constructivist learning theory (Doane & Brown, 2011). The constructivist learning approach supports providing students with opportunities to develop knowledge, reflect on that knowledge, and apply it to real life situations. This approach most directly informs experiential learning process within a service-learning context (Baumgartner & Duncan, 2009).

Key Aspects of Adult Learning Theory

This section includes a discussion of key theories relevant to adult learning, namely: (a) pedagogy, (b) andragogy (Knowles, Holton, & Swanson, 2005), and (c) transformative learning (Cranton, 2016; Mezirow, 1990, 2000; Mezirow & Taylor, 2009). These three theories, which build on the traditional learning theories, are discussed subsequently to provide a basis for how adults learn. The first, pedagogy, has been defined traditionally as an instructional method for teaching children; however, within the field of adult learning, theorists such as Knowles et al. (2015) have identified various uses of pedagogical strategies. Second, andragogy focuses on adult learners and provides insight into adult learning principles. Lastly, transformational learning theory is discussed because its primary audience is adult learners and educators

(Mezirow & Taylor, 2009). Each theory provides a perspective for understanding adult learning theories.

Pedagogy. The term is often used to differentiate between how children and adults learn. Pedagogy is a teacher-centered approach versus a learner-centered approach to teaching (Knowles et al., 2015). The pedagogy is known “as a set of beliefs that govern teaching and learning that evolved between the seventh and twelfth centuries” (p. 41). Part of the shift from teaching adults in the same one-directional way as children occurred by distinguishing adult from children learners (Knowles et al., 2015). According to Knowles et al. (2015), children become adults:

- (a) biologically, when they reach adolescence; (b) legally, when they can drive, vote, etc.;
- (c) socially, when they become full-time workers, spouses, parents, etc.; and
- (d) psychologically, when they become self-sufficient and self-directing. Additionally, before using a pedagogical strategy, Knowles et al. argued that program designers should determine if pedagogical assumptions are “realistic for a particular learner regarding a particular learning goal.” (p. 69)

Knowles et al. (2005) provided six examples of instances when a pedagogical strategy is appropriate in an adult learning context:

1. When learners are indeed dependent (such as when entering into a totally strange content area),
2. When they have in fact had no previous experience with the content area,
3. When they do not understand the relevance of a content area,
4. When they do not understand the relevance of a content area to their life tasks or problems,
5. When they do need to accumulate a given body of subject matter in order to accomplish a required performance, and
6. When they feel no internal need to learn that content. (p. 70)

Using the pedagogical model, program designers assume they should “take full responsibility for making the decisions about what is to be learned, how and when it should be learned, and whether it has been learned” (Knowles et al., 2015, p. 41). The second pedagogical assumption is that learners do not have any experience to offer. This second assumption can explain why program designers following a pedagogical approach often focus on teacher-centered approaches to learning, “including lectures, textbooks, and manuals, and a variety of audiovisual techniques that can transmit information to the learner efficiently” (p. 42). The third and fourth assumptions are related to external motivations. In the pedagogical model, students “are motivated to learn by external pressures from parents, teachers/trainers, employers, the consequences of failures, grades, certificates, and so on” (p. 43). In the case of a service-learning capstone, pedagogical strategies will likely be appropriate at the beginning phase of instruction. Students will likely be dependent on teacher-directed methods for teaching theories related to the course content.

Andragogy. Andragogy is another adult learning theory and model that is also relevant to experiential learning in a service-learning context. Close to 50 years ago, Knowles et al. (2015) were among the first to introduce the concept of andragogy, exploring how adults learn and working toward intentionally designing instruction programs toward adult learners. For Knowles et al. (2015), the intended focus of andragogy is on the adult learner and the learning situation. In

Knowles et al.’s later work, they pointed out that for the adult learner, there are times when use of the pedagogical model or the andragogical model can be appropriate. However, it is essential to keep in mind the assumptions that are influencing the andragogical approach. The model is based on the following set of assumptions about adult learners:

- (a) they need to know why they to learn something before learning it, (b) they are responsible for their own-decision making, (c) they have a greater quantity and different

quality of experiences, (d) they become ready to learn the things they need to know, (e) the goal of learning is to perform tasks that relate with their life situations, (f) internal and external motivators influence their learning. (pp. 41-43)

According to Knowles et al. (2015), another distinction between the models is that the “pedagogical model excludes the andragogical assumptions while the andragogical model includes pedagogical assumptions” (p. 51). Further, Knowles et al. described “the andragogical model as a process model, in contrast to the context-driven pedagogical model” (pg. 51). Where the goal of the content model is the transferring of information and skills to the student, the goal of the process model is to provide a process and resources for the student who wants to learn the information or skill. In this way, according to Knowles et al., the andragogical program designer provides the student and other relevant stakeholders in the process with the following essentials:

(a) preparing the learner, (b) establishing a climate conducive to learning, (c) creating a mechanism for mutual planning, (d) diagnosing the needs for learning, (e) formulating program objectives (i.e., content) that will satisfy these needs, (f) designing a pattern of learning experiences, (g) conducting these learning experiences with suitable techniques and materials, and (h) evaluating the learning outcomes and diagnosing the learning needs. (p. 51)

The andragogy in practice model. According to Knowles et al. (2015), the andragogy in practice model offers a way “to look at the factors that influence” (p. 87) the use of the six core andragogical principles. The following core of adult learning principles make up the current andragogical model: “(a) the learner’s need to know, (b) the learner’s self-concept, (c) the learner’s prior experiences, (d) the learner’s readiness to learn, (e) the learner’s orientation to learning, and (f) the learner’s motivation to learn”(pp. 43-47). The six principles are located at the center of Knowles et al.’s model, which supports the following process for studying adult learning:

1. The six core principles provide a foundation for planning the learning experience.

2. Analysis should be conducted to understand (a) the learners' individual characteristics, (b) the characteristics of the subject matter, and (c) the characteristics of the situation.
3. The goal and purpose of the learning shapes the learning experience. (p. 87)

Knowles et al. noted that the purpose of the approach is to integrate the learning influences with core learning principles. The three components of the framework are: “(a) goals and purposes for learning, (b) individual and situational difference, and (c) andragogy: core adult learning principles” (p. 79). Knowles et al. developed the model “to expand andragogy’s usefulness by conceptually separating the goals of the learning from the core principles of learning and accounting for differences in the learning situation” (p. 93). In this way, each can be defined more clearly. The model also considers situational, subject matter, and learner differences in the learning situation. The framework illustrates that learning is a multipart activity, addressing the diversity of adult learners and learning situations. Knowles et al. aligned their approach with instructional program design literature (e.g., Boone, Safrit, & Jones, 2002; Houle, 1972; Knox, 1986) that integrates contextual analysis in program development. Knowles et al. also offered “an andragogical learner analysis worksheet that uses the andragogy in practice model and can be used as part of a needs assessment for program development to determine the extent to which andragogical principles fit the situation” (p. 87). Knowles et al. presented these frameworks with the acknowledgement “that andragogy is not the single defining model of adult learning, but rather is a continuing model for understanding certain aspects of adult learning” (Merriam & Cafferella, 1999, p. 93).

Transformative learning. Over recent years, students regularly describe their experiential learning experiences as transformative (Carrington & Selva, 2010; Kreber, 2013; T.

Mitchell, 2010). Transformative learning has been described “as the essence of adult education” (Mezirow, 1997, p.11) and has held a leading role in the literature of adult learning for several decades (Hoggan, 2016). In this sense, “transformative learning seems to have replaced andragogy as the dominant educational philosophy of adult education” (E. Taylor, 2017, p. 12). According to Tello, Swanson, and Floyd (2013), transformative learning has been described in the following ways:

1. Voluntary and self-directed, once learners have developed the foundations skills to engage in learning about a particular subject area (Knowles, 1975, 1980).
2. Practical and problem-oriented in addressing issues that have application in the learner’s life (Cranton, 2006).
3. Action-oriented in motivating the learner to follow a course of conduct that requires personal growth (Mezirow, 1991).
4. Participative and collaborative and involving shared experiences (Cranton, 2006). (Tello et al., p. 113)

Stuckey, Taylor, and Cranton (2013) delineated three dominant conceptions of transformative learning: the cognitive/relational perspective, the extrarational perspective, and the social critique perspective. The first concept that describes transformative learning is the cognitive/rational perspective was defined by Mezirow (1991) over 40 years ago. Mezirow was influenced by the work of Jürgen Habermas and Pablo Freire and the goal of learning from his constructivist, humanistic, learner-centered perspective is for the adult learner to grow in autonomy and independence. The three related components that initially framed the transformative approach to program design were individual experience, critical reflection, and dialogue (Mezirow & Taylor, 2009).

Accordingly, Mezirow and Taylor (2009) “defined learning as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience to guide future action” (p. 22). As an example of learning by elaborating on existing meaning schemes, depending on his/her previous academic experiences, an adult learner might be able to draw from his/her prior understanding of community service or volunteer work to relate with the work that is done during a service-learning capstone project and he/she may use this interpretation going into a service-learning experience. In this case, his/her perspective would be misaligned with the learning outcomes based on his/her frame of reference because community service and volunteer work only incorporate certain components needed to fully relate to a service-learning project. Many volunteer projects do not incorporate reflection or dialogue as integral to the adult learner’s experience. One he/she participates in a service-learning capstone and experiences the cycle of learning; however, his/her perspective may shift.

As a result, from the adult learner’s individual perspective, Mezirow and Taylor (2009) “defined transformational learning as learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change” (p. 22). Mezirow (2000) described a “frame of reference as a meaning perspective, the structure of assumptions and expectations through which we filter sense impressions [that] involves cognitive, affective, and conative (striving) dimensions” (p. 16). More specifically, according to Mezirow and Taylor (2009), “learning occurs in one of four ways: (a) by elaborating existing meaning schemes, (b) learning new meaning schemes, (c) transforming meaning schemes, and (d) transforming meaning perspective” (p. 22). In the case of the community service or volunteer work example, the process of transformative learning would guide the learning through changing the student’s frame of reference related to service-learning outcomes. As he/she comes to accept

a new frame of reference through experience, he/she demonstrates learning by “transforming meaning schemes and meaning perspectives” (p. 126).

Mezirow (2000) also introduced the term *perspective transformation* and his research led him to outline this theory of adult learning. Mezirow (1978, 1991) described this process of personal perspective transformation as encompassing 10 key concepts:

1. Experiencing a disorienting dilemma
2. Undergoing self-examination
3. Conducting a critical assessment of internalized assumptions and feeling a sense of alienation from traditional social expectations.
4. Relating discontent to the similar experiences of others—recognizing that the problem is shared
5. Exploring options for new ways of acting
6. Building competence and self-confidence in new roles
7. Planning a course of action
8. Acquiring the knowledge and skills for implementing a new course of action
9. Trying new roles and assessing them
10. Reintegrating into society with the new perspective (Mezirow, 1991, pp. 168-169).

Mezirow originally saw this 10-step shift in perspective as a single, dramatic event, a disorientating dilemma, but he and others (Mezirow, 2000; E. Taylor, 2000) have since acknowledged that it could also be a gradual cumulative process. The second component that initially framed the transformative approach to program design according to Mezirow and Taylor (2009) was critical reflection. Critical reflection “is frequently prompted in response to an awareness of conflicting thoughts, feelings, and actions and at times can lead to a perspective

transformation” (p. 7). Mezirow and Taylor explained that there are “three forms of reflection in the transformation of meaning perspectives: content (reflecting on what we perceive, think, feel, and act) process (reflecting on how we perform the functions of perceiving), and premise (an awareness of why we perceive” (p. 7). “Critical reflection encompasses questioning the integrity of deeply held assumptions and beliefs based on prior experience” (p. 7).

For Mezirow and Taylor (2009), the third component that framed transformative learning was discourse/dialogue. Mezirow’s belief followed in step with the idea of Freire (1998) and other theorists that dialogue is a key element of learning. Mezirow (2003) “defined discourse as dialogue involving the assessment of beliefs, feelings, and values” (p. 59). In later work, Mezirow and Taylor (2009) drew from Habermas’s (1989) distinction between instrumental learning and communicative learning. He viewed communicative learning as a kind of learning that embraces transformative learning. Mezirow described instrumental learning as involving controlling or managing people and the environment, and communicative learning as involving understanding people when they communicate. According to Mezirow, students’ beliefs are validated and tested through this second kind of discourse. Others in the field have elaborated on the ways transformational learning may occur (Cranton, 2016; E. Taylor, 2017). As the understanding of transformational learning has developed, additional elements have been established.

The second perspective according to Stuckey et al. (2013) is the extrarational perspective (Lawrence, 2012; Tisdell, 2000). This view focuses on spiritual aspects of learning. Dirkx (2001) described transformation as personal and intuitive. Tisdell (2000) described this form of “transformation as a spiritual process” (p. 317) and Lawrence (2012) focused on “arts-based learning” (Lawrence, as cited in Stuckey et al., 2013, p. 213). The third perspective according to

Stuckey et al. (2013) is that of social critique (Brookfield, 2012; Freire, 1970). The view sees learners as people. The goal of learning from this perspective is fostering emancipatory transformational learning.

Summary. The traditional learning theories—behaviorism, humanism, cognitivism, social cognitivism, and constructivism—provide directions to improve educational design (Yelich Biniecki, & Conceigao, 2016). The previous sections described traditional learning theories that inform the three learning theories, pedagogy, andragogy, and transformational learning, that are significant to the research of this study. The fundamentals of the traditional constructivist approach are used throughout the adult learning theories of andragogy, and transformational learning which both embrace the application of knowledge into practice through dialogue and reflection. Both theories emphasize the ideas that students develop meaning from their experience through thinking and reflection to validate the experience (Boud, Cohen, & Walker, 1993; Cranton, 2016; Knowles et al., 2015). Central to these adult learning theories is the idea of the learner taking an active role in learning, reflecting, and applying their learning (Dewey, 1933; D. Kolb, 2015; Mezirow, 2000). For instance, “the process of transformative learning may vary according to context and those involved; however, the outcomes remain similar” (Stuckey et al., 2013, p. 213). Altogether, these traditional and adult learning theories inform adult experiential learning. Experiential learning is an additional framework that supports the constructivist approach like andragogy and transformational learning, and “has the potential to lead to transformational [transformative] learning” (Finch, Peacock, Ladowski, & Hwang, 2015, p. 24). The following section will introduce the concept of adult experiential learning and define experiential learning theory, then provide an overview of D. Kolb’s (1984, 2015) experiential learning cycle, learning styles, and learning spaces.

Theoretical Framework: Adult Experiential Learning in the Service-Learning Context

In keeping with the intent of this study, the following section discusses adult experiential learning in the service-learning context and the need for greater understanding of the impact on learning outcomes from the students' perspective. To develop an understanding of experiential learning as a theory, this section will review its characteristics. Of importance is the primary 20th century contributor to the field of experiential learning, John Dewey (1938), whose ideas and concepts provided the theoretical basis for experiential learning. David Kolb's (2015) later influence, in the form of Experiential Learning Theory (ELT), which contributes further to the field of experiential learning is also examined. The section concludes with an overview of the use of experiential learning in a service-learning context and provides an outline of the educational design of the E2C capstone service-learning project.

Experiential learning. Experiential learning is a form of adult learning that relies in part on the pedagogical, andragogical, and transformational theories. Over the last several decades experiential learning continues to remain popular in higher education (Barnes, 2016; Tompkins & Ulus, 2016). The trend is growing as higher education educators continue to align with research findings supporting the philosophy that “educating is not something that professors do to students, educating is rather a process that takes place with learners within the context of meaningful relationships and shared experience” (D. Kolb, 2015, p. 24).

Theoretical background of experiential learning. Many scholars point to John Dewey's (1938) educational philosophy as the beginning of the experiential learning movement. For instance, according to D. Kolb (2015),

Dewey without a doubt is the most influential educational theorist of the twentieth century that best articulates the guiding principles for programs of experiential learning in higher education. In the last 40 years, many of Dewey's ideas have found their way into “traditional” educational programs, but the challenges his approaches were developed to

meet, those of coping with change and lifelong learning, have increased even more dramatically...in higher education today, these experiential learning methods are receiving renewed interest and attention, owing in large measure to the changing educational environment in this country. (p. 5)

Dewey earned this influence through his writings. Two of his primary works that have contributed to the development of the experiential learning field include *How We Think* (1933, 1998), and *Experience and Education* (1938). In Dewey's initial writings, his ideas focused on young students' direct experience with their environment. This was Dewey's (1938) response to a disconnection with learning that he observed with students whose teachers were using traditional teacher-centered approaches. He developed his philosophy of education, in part, to address the "loss of impetus to learn because of the way in which learning was experienced" (p. 26). For Dewey, as a pragmatist and constructivist, learning directly from experience made sense because he believed everyone from birth has a natural curiosity to learn from their surrounding environments. Dewey further believed that this innate curiosity was not being developed through traditional teaching and was leading to a decrease in young students' natural inclination to learn. He was one of the first scholars to begin focusing on student-centered teaching with a focus on students' direct experience with learning.

The core principles of Dewey's philosophy of experience were the principle of interaction and the principle of continuity. In *Experience and Education*, Dewey described each principle as necessary to provide "educative significance and value of an experience" (p. 45). The principle of continuity is constructivist in nature in "the idea that experiences build on previous one and they need to be directed to the ends of growth and development" (Eyler & Giles, 1994, p. 79). According to the principle of interaction, "the internal and objective aspects of experience interact to form a situation" (Dewey, 1938, p. 42) and "learning results from the

transactions between the learner and the environment” (Shumer, as cited in Eyer & Giles, 1994, p. 79). Related to the continuity and integration, Dewey asserted,

The two principles of continuity and interaction are not separate from each other. They intercept and unite. They are, so to speak, the longitudinal and lateral aspects of experience. Different situations succeed one another. But because of the principle of continuity, something is carried over from the earlier to the later ones. As an individual passes from one situation to another, his world, his environment, expands or contracts. He does not find himself living in another world but in a different part or aspect of one and the same world. What he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations that follow. (p. 44)

For decades, these principles of interaction and continuity have been used as criteria for distinguishing an educative experience. Further, according to Dewey and later scholars, the progressive and interactive aspects of experience only becomes educative when it promotes personal development. Dewey believed personal development came through opportunities for reflection related to hand-on experiences.

Dewey (1938) “defined reflective thinking as active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (Dewey 1933, p. 9). In another way, for Dewey (1938), “The experience is truly experience only when objective conditions are subordinated to what goes on within the individuals having the experience” (p. 41). In other words, the process of reflection allows the learner to learn from the experience. Mezirow (2000) and D. Kolb (2015), among others, later agreed that reflection allows opportunity for the learner to reframe current thinking.

Lastly, for Dewey, the concept of freedom tied his theory of experience together (Donahue, 2001). His goal for program designers was to be “flexible enough to permit free play for individuality of experience and yet firm enough to give direction towards continuous

development of power” (p. 58). These principles of continuity, interaction, reflection, and freedom as identified by Dewey, laid the groundwork for current theories of experiential learning in the context of service-learning.

Experiential learning theory. According to A. Kolb and Kolb (2017), the term “experiential learning theory (ELT) was coined by David Kolb to provide an intellectual foundation for the practice of experiential learning responding to Dewey’s (1938) call for a theory of experience to guide educational innovation” (p. 10). “Although the beginning of the experiential learning movement is attributed to Dewey’s educational philosophy, the contributions of other foundational scholars of experiential learning span over 100 years” (Kolb, 2015, p. 19). These scholars include “William James, Kurt Lewin, Jean Piaget, Lev Vygotsky, Carl Jung, Mary Parker Follett, Carl Rodgers, and Paulo Freire” (A. Kolb & Kolb, 2017, p.10). As such, according to D. Kolb (2015), “ELT is a synthesis of the works of these great scholars who gave *experience* a central role in their theories of learning and development” (A. Kolb & Kolb, 2017, p. 10). D. Kolb explained, following in the path of these scholars and, “agreeing with Dewey, my aim for experiential learning theory was to create a model for explaining how individuals learn and to empower learners to trust their own experience and gain mastery over their own learning” (p. 53). Kolb’s goal was to develop a model that explains the way individuals learn and enable learners to gain an understanding of their learning process. Over time, Kolb accomplished this by introducing and developing three core concepts of ELT. The core concepts— “the learning cycle, learning style, and learning space—have been commonly used by educators for nearly a half century” (A. Kolb & Kolb, 2017, p. 1). As noted by Eickmann, Kolb, and Kolb (2003), “The concepts of the learning cycle, learning styles, and learning spaces

have implications for designing programs that promote learning. The framework is useful in curriculum development, student development and, faculty development” (p. 7).

With the three core concepts of ELT in mind, many definitions and characteristics have been used to describe experiential learning (Association for Experiential Education, 2017; Cantor, 1995; Dewey, 1971; Eyer & Giles, 1999; D. Kolb, 1984; Katula & Threnhauser, 1999; McKeachie, 2002; Qualters, 2010). As noted, in Chapter 1, D. Kolb (2015) defined “it as a process whereby knowledge is created through the transformation of experience” (p. 38). ELT is also defined by a number of characteristics. Kolb’s characteristics of experiential learning, informed by his predecessors, include the following:

- (a) learning is best conceived as a process not in terms of outcomes, (b) learning is a continuous process grounded in experience, (c) the process of learning requires resolution of conflicts between dialectically opposed modes of adaption to the world, (d) learning is a holistic process of adaption to the world, (e) learning involves transactions between the person and the environment, and (f) learning is the process of creating knowledge (pp. 37-48)

In sum, experiential learning is described as continuous, highly participatory process.

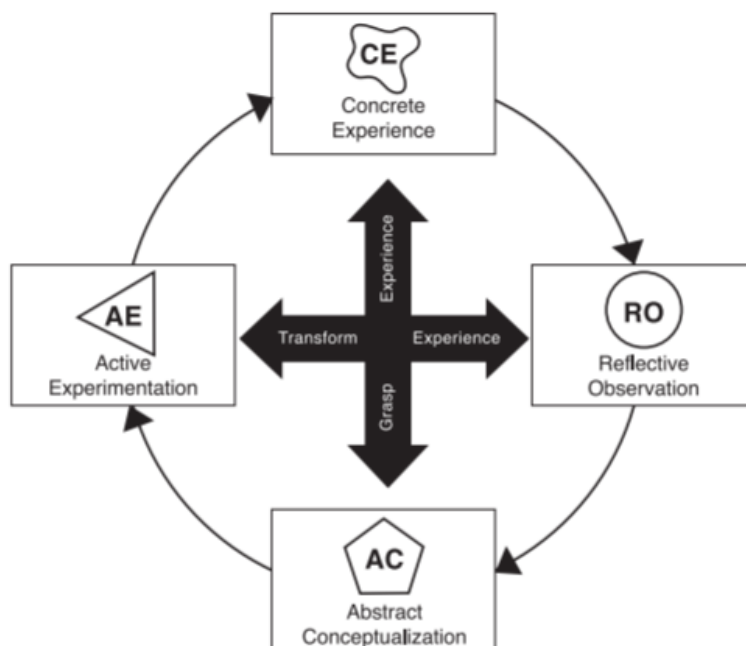
In higher education, there are cadres of program designers who view these characteristics of experiential learning as a stepping stone to renew university curriculum and address some of the challenges facing higher education (D. Kolb, 2015). Concurring A. Kolb and Kolb (2017), note that over the years the practice of experiential learning is continually being adopted globally in developing curricula and organizing courses. These program designers who view experiential learning as essential to adult learning tend to focus on learning spaces, learning styles, and organize curriculum. This study relies on D. Kolb’s (2015) Experiential Learning Theory — experiential learning life cycle, learning styles, and learning spaces—to frame an understanding of students’ perspective regarding the impact of experiential learning.

Experiential learning cycle. D. Kolb's (2015) learning cycle, which illustrates the process of experiential learning, also serves as one of service-learning's theoretical foundations, which process also, includes the essentials of experiencing, reflecting, thinking, and acting (Jacoby, 2014). The learning cycle model—which is represented in the theories of Dewey, Lewin, and Piaget—“is the most widely known and used concept related to the experiential learning theory” (D. Kolb, 2015, p. 50). The major implication of ELT for program designers is to assist in the “design of educational programs in a way that teaches around the learning cycle so students can develop their learning styles in a way that completes the learning cycle and promotes learning” (A. Kolb & Kolb, 2017, p. 25). According to A. Kolb and Kolb (2017), “The learning cycle is driven by the integration of action and reflection and experience and concept” (p. 14), so a potential failure for program designers would be to ignore the fact that experiential learning encompasses “all four modes of the learning cycle and is applicable in all learning situations because all modes of the learning cycle are experiences” (p. 12).

A. Kolb and Kolb (2017) noted “the most important aspect of the learning cycle is that it describes the learning process as a ‘recursive circle’ or ‘spiral’ as opposed to the linear, traditional model of learning” (p. 15). In the linear teacher-centered model, student passively receive information (Dewey, 1938; Freire, 1970) and are unable to investigate, explore and judge for themselves. They are “left one-down in a power relationship” with only the option of “taking the teacher’s word for it” (A. Kolb & Kolb, 2017, p. 15). The experiential approach places the subject to be learned in the center of the process, to be experienced by both the program designer and student.

D. Kolb (2015) described learning “as a four-stage cycle consisting of concrete experience (CE; feeling), reflective observation (RO; reflecting/observing), abstract

conceptualization (AC; thinking), and active experimentation (AE; doing)” (p. 51). According to A. Kolb and Kolb (2017), “Knowledge results from the combination of grasping and transforming experience. Grasping experience refers to the process of taking in information, and transforming experience is how individuals interpret and act on that information” (p. 11). This process, as illustrated in Figure 1, “is portrayed as idealized learning cycle where the student is involved in —experiencing (CE), reflecting (RO), thinking (AC) and acting (AE)—in a recursive process that is sensitive to the learning situation and what is being learned” (p. 51). Using the cycle of learning, students receive information through concrete experience of the subject, transform the experience through reflection and then develop ideas “that can be tested and serve as a guide in creating new experiences” (A. Kolb & Kolb, 2017, p. 51).



*Figure 1. The experiential learning cycle. Reprinted from “Experiential Learning Theory as a Guide for Experiential Educators in Higher Education,” by A. Kolb and D. Kolb, 2017, *Experiential Learning & Teaching in Higher Education, 1*, p. 11. Copyright year by the author. Reprinted with permission.*

Teaching around the learning cycle. A. Kolb and Kolb (2017) asserted that experienced program designers “tend to organize their educational activities in such a manner that they

address all four learning cycle modes: experiencing, reflecting, thinking and acting” (p. 17).

Therefore, Kolb and Kolb developed a self-assessment instrument called the Kolb Educator Role Profile (KERP) to help program designers understand their own approach to teaching around the learning cycle. The KERP describes “four common educator roles: facilitator, subject expert, standard-setter/evaluator, and coach” (p. 17). Kolb and Kolb emphasized that, to help students through the learning cycle, program designers need to adapt their roles to the following descriptions:

- *The facilitator role.* Educators help learners get in touch with their personal experiences and reflect on it.
- *The subject expert role.* Educators help learners organize and connect their reflections to the knowledge base of the subject matter.
- *The stand-setter/evaluator role.* Educators help learners master the application of knowledge and skill to meet performance requirements.
- *The coach.* Educators help learners apply knowledge to achieve their goals. (p. 18)

In total, the “assessment instrument is designed to help program designers sharpen their awareness of the what roles they tend to prefer and make more conscious decisions about what roles work best given a specific situation” (A. Kolb & Kolb, 2017, p. 19). Similarly, Cranton (1994) recommended program designers give up some “authority” or “position power” (p. 147), advising that they learn about students’ learning styles. Students and program designers alike benefit from understanding and developing the ability to adapt their learning styles.

Experiential learning styles. “A learning style describes the attitudes and behaviors” (Feldman, 2014, p. 157) that determine a student’s preferred way of learning. “There is no one-size-fits-all learning style for students that can lead to success in every context” (Griffiths &

İnceçay, 2015, p.609). What a student is capable of learning is also influenced by the way the program designer and student's learning styles interact (Zhou, 2011). Learning styles have been defined in many ways. One enduring definition was offered by Reid (1995), "who described learning style as individual's habitual and preferred way(s) of absorbing, processing, and retaining new information and skills" (p. viii).

A. Kolb and Kolb (2017) suggested that in a learning cycle, ideally the student goes through each stage adapting his/her learning style to the necessities of the context "through the four modes of experiencing, reflecting, thinking, and acting" (p. 25). For Kolb and Kolb, learning styles are the different ways in which students use the learning cycle. Experiencing, thinking, acting, reflecting are not separate, but instead are related to one another. Kolb and Kolb explain related to the learning cycle,

that there is not just one way to go through the learning modes but many ways that vary for different individuals and their learning tasks.... For the learning style, this means that an individual's style of learning is not an individual personality trait but a habitual process of learning that emphasizes some learning modes over others. (p. 21)

The nine-learning style typology. Many models have been used to describe a student's learning style. In general, "a learning style model classifies students according to where they fit on a number of scales pertaining to the way they receive and process information" (Felder & Silverman, 1998, p. 674). "Some models specify a small number of dimensions that provide a good basis for designing effective instruction" (Felder, 2010, p. 1). Kolb conducted research on thousands of people to identify the four learning abilities that became the basis for the current nine learning styles.

The Kolb Learning Style Inventory (KLSI) is an assessment tool that is commonly used in higher education (A. Kolb & Kolb, 2017). According to A. Kolb and Kolb (2017),

The current version of the KLSI 4.0 is designed to clarify the relationship between the learning cycle and learning style through a definition of the different kite shapes (Figure 2) that portray typical interdependent preferences for the four modes of the learning cycle. (p. 22)

The learning styles defined by the KLSI “can be arranged on a two-dimensional learning space defined by the abstract conceptualization (AC)-concrete experience (CE) and active experimentation (AE)-reflective observation (RO) dimensions of the learning cycle” (A. Kolb & Kolb, 2017, p. 22) (see Figure 2).

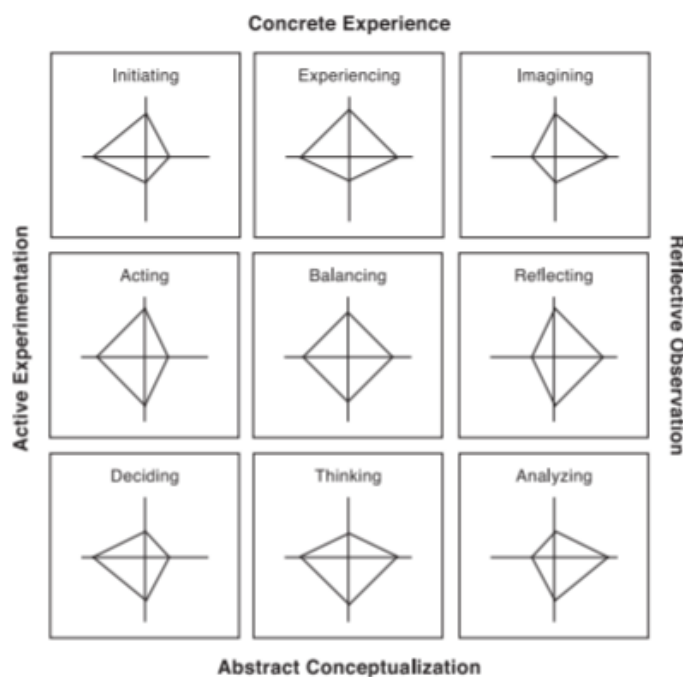


Figure 2. The nine learning styles in the KLSI 4.0. Reprinted from “Experiential Learning Theory as a Guide for Experiential Educators in Higher Education,” by A. Kolb and D. Kolb, 2017, *Experiential Learning & Teaching in Higher Education, 1*, p. 23. Copyright year by the author. Reprinted with permission.

D. Kolb (2017) described the KLSI’s nine learning styles as follows:

- *The initiating style.* Involves active experimentation (AE) and concrete experience and is characterized by the ability to initiate action in order to deal with experiences and situations.

- *The experiencing style.* Draws on concrete experience (CE) while balancing active experimentation (AE) and reflective observation (RO) and is characterized by the ability to find meaning from deep involvement in the experience.
- *The imaging style.* Combines the learning modes of concrete experience (CE) and reflective observation (RO) and is characterized by the ability to imagine possibilities by observing and reflecting on the experiences.
- *The reflecting style.* Draws on reflective observation (RO) while balancing concrete experience (CE) and abstract conceptualization (AC) and is characterized by the ability to connect experience and ideas through sustained reflection.
- *The analyzing style.* Combines reflective observation (RO) and abstract conceptualization (AC) and is characterized by the ability to integrate and systematize ideas through reflection.
- *The thinking style.* Draws on abstract conceptualization (AC) while balancing active experimentation (AE) and reflective observation (RO) and is characterized by the capacity for disciplined involvement in abstract and logical reasoning.
- *The deciding style.* Combines abstract conceptualization (AC) and active experimentation (AE) and is characterized by the ability to use theories and models to decide on problem solutions and courses of action.
- *The acting style.* Draws on active experimentation (AE) while balancing concrete experience (CE) and abstract conceptualization (AC).
- *The balancing style.* Balances concrete experience (CE), abstract conceptualization (AC), active experimentation (AE) and reflective observation (RO). (p. 23)

Altogether, students can switch learning styles depending on the circumstance (Clark, Mohler, & Magana, 2015). A. Kolb and Kolb (2017) introduced this concept as learning flexibility, which allows students to assess their “ability to engage all modes of the learning cycle in response to the given situation” (p. 22).

Learning flexibility. In the late 1980s, business programs were receiving criticism for being focused on traditional teaching methods. Business school graduates were viewed

as too analytical, not practical and action oriented; lacking interpersonal and communication skills; parochial, not global in their thinking and values; having exceedingly high expectations about their first job after graduation...; not oriented toward information resources and systems; and not working well in groups. (Boyatzis, Cowen, & Kolb, 1995, p. 4)

D. Kolb’s (2015) concept of learning flexibility was one way this issue was addressed. For instance, the KSLI 4.0 includes an assessment of learning “flexibility by measuring how students change their learning style in response to different situational demands” (p. 24), in addition to determining how students prefer to learn in general.

According to A. Kolb and Kolb (2017), learning flexibility “is the ability to use each of the four learning modes to move freely around the learning cycle and to modify one’s approach to learning based on the learning situation” (p. 25). As Kolb and Kolb highlighted,

Experiencing, reflecting, thinking, and acting each provide valuable perspectives on the learning task in a way that deepens and enriches knowledge. When one engages in all learning styles in their learning process, they are using the most powerful form of learning that we call full cycle learning. Learning flexibility broadens the learning comfort zone and allows us to operate comfortably and effectively in more regions of the learning space, promoting deep learning and development. (p. 25)

The idea of learning flexibility has the potential of raising students’ awareness of the need to adapt their preferred learning style given the specific situation or environment. According to Kolb and Kolb, many students “feel that their learning style type accurately describes how they

learn most of the time; however, report that they tend to change their learning approach depending on what they are learning or the situation” (p. 24).

Experiential learning spaces. Organizing the environment to encourage learning is central to learning (Knowles et al., 2015; A. Kolb & Kolb, 2017; Sharan, 2010). Many factors “can contribute to the creation of a learning space” (A. Kolb & Kolb, 2017, p. 31). “The ELT dimensions of learning space include physical, cultural, institutional, social and psychological aspects” as they come together in the student’s experience (A. Kolb & Kolb, 2017, p. 31). The space must allow learners to “manage their own learning and allow time for practice” (A. Kolb & Kolb, 2017, p. 33). For example, a service-learning capstone can be experienced as an experiential space where program designers can “balance intervention with empowerment, [and] instruction with receptiveness” (Tompkins & Ulus, 2016, p. 172) and relationships are developed through involvement. As Tompkins and Ulus (2016) asserted, “The notion that experiential learning is less hierarchical than more traditional form of learning also invokes instructional designs based on peer-learning and dialogue, thereby potentially making greater use of all the resources and sources of expertise in the classroom” (p. 159).

Among others, Mezirow (2000) also supported the importance of learning spaces. As Baker and Griffin (2010) noted, “In an environment that promotes conversational learning, people can transform their collective experiences and difference into new knowledge through the sense they make together” (p. 64). The importance of ELT to Mezirow’s research is that the concepts of the learning cycle, learning styles, and learning spaces support the interplay between environment and the students’ perspective of the impact of the experience.

Types of experiential learning approaches. Although ELT describes the framework that forms the foundation of experiential learning approaches, there are many experiential

learning approaches that impact course design, instructional processes, and ultimately students' learning (Hamilton & Klebba, 2011). A number of the teaching approaches program designers are implementing for experiential learning come from the areas of active learning (Bonwell & Eison, 1991), problem-based learning (Barrows, 1986), project-based learning (Wurdinger, Haar, Hugg, & Bezon, 2007), place-based learning (Wurdinger & Carlson, 2010), adventure learning (Fuller, 2012; Timkin & McNamee, 2012), simulation and gaming (A. Taylor, Backlund, & Niklasson 2012; Shields, Zawadzki, & Johnson, 2011), and service-learning (Clayton et al., 2012; Jacoby, 2014). These learner-centered approaches are not typically used in isolation. For instance, service-learning is sometimes regarded as a type of active learning and problem-based learning since the approaches address students' real needs and require engaged student participation (Jacoby, 2014).

An increasing number of program designers are exploring experiential learning approaches to teaching (Bielefeldt, Dewoolkar, Caves, Berdanier, & Paterson 2011; Brower, 2011). As a result, service-learning continues to gain popularity in American higher education (A. Kolb & Kolb, 2017). Thus, the focus of this study relates to adult experiential learning in a service-learning context, which stems from constructivist learning theory (Clayton et al., 2012; Furco, 2010).

Service-learning. Kielsmeier (2011) described experiential learning as the theoretical foundation of service-learning. As an educational design strategy service-learning is viewed as a best practice in education (Bernadowski et al., 2013; Cooke & Kemeny, 2014). Service-learning is like other types of community-based learning approaches, including internships and study abroad programs; however, what distinguishes the approach is the emphasis on both community partnership and learning (Clayton et al., 2012; Davidson, Jimenez, Onifade, & Hankins, 2010;

Moore, 2010). The goal of the experience being to benefit both the student and the community partner (Breunig, 2014). Moreover, research literature indicates the outcomes of service-learning emphasize a positive influence on learning outcomes (Cater, Machtmes, & Fox, 2013; Lukowiak & Hunzicker, 2013; Wurdinger & Carlson, 2010)

Premises of service-learning. Service-learning is an experiential education approach that aligns with experiential learning in several ways, including the fact that students begin with an experience that they can relate to their academic learnings followed by critical reflection on the experience (Ash & Clayton, 2009). Like experiential learning, service-learning has been defined in many ways (e.g., Flannery & Pragman, 2008; Jacoby, 2014; Rama, Ravenscroft, Wolcroft, & Zlotkowski, 2000) and each definition has a slightly distinctive emphasis (Clayton et al., 2012). The term was first used in 1967 by Sigmon and Williams Ramsey (Giles & Eyler, 1994). To later clarify the meaning of the term service-learning Robert Sigmon (1996) developed a Service and Learning Typology (see Table 1), which explains “service-learning occurs when there is a balance between learning goals and service outcomes” (Furco, 1996, p. 3).

Table 1

Service and Learning Typology

Term	Definition
Service-LEARNING:	Learning goals primary; service outcomes secondary
SERVICE-learning:	Service outcomes primary; learning goals secondary
Service learning	Service and learning goals completely separate
SERVICE-LEARNING:	Service and learning goals of equal weight and each enhances the other for all participants

Adapted from “Journey to Service-Learning: Experiences from Independent Liberal Arts Colleges and Universities,” by R. L. Sigmon, 1996 (<https://eric.ed.gov/?id=ED403825>). Copyright 1996 by the author.

Sigmon (1994) also emphasized that service and learning goals should be weighted equally and benefit all stakeholders. Similarly, Clayton et al. (2012) noted,

There is broad consensus that service-learning involves the integration of academic material, relevant service activities, and critical reflection and is built upon reciprocal partnerships that engage students, faculty/staff, and community members to achieve academic civic and personal learning objectives as well as to advance public purposes. (p. 6)

For this study, the term that is the focus of the research is SERVICE-LEARNING. The definition that most closely aligns with the research describes service-learning “as a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes” (Jacoby, 2014, p. 2). While there are numerous definitions for the term service-learning, there are an equal number of characteristics used to describe service-learning.

Characteristics of service-learning. For example, Buchanan, Baldwin, and Rudisill (2002) as cited in Root (1997), characterized service-learning as an experience where:

1. Students learn course content as a result of the service that they perform.
2. Students apply course content in a community setting.
3. Students are provided time and opportunity for reflection on the experience.
4. The relationship among participants is collaborative and the benefits are reciprocal.
5. The service is with, rather than for, the community participants.
6. Community participants acquire benefits from the service, while students gain valuable knowledge and skills.
7. Service learning is done in an area of one’s expertise (p. 30)

Further, there are a number of principles that relate to service-learning which were created through a process organized by the National Society for Experiential Education. The

Principles of Good Practice in Combining Service and Learning (Honnett & Poulsen, 1989), known as the Wingspread principles, continue to serve as a guide to the development of service-learning. The principles state that an effective service-learning program:

1. Engages people in responsible and challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service learning experience.
3. Articulates clear service and learning goals for everyone involved.
4. Allows for those with needs to define those needs.
5. Clarifies the responsibilities of each person and organization involved.
6. Matches service providers and service needs through a process that recognizes changing circumstances.
7. Expects genuine, active, and sustained organizational commitment.
8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. Ensures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
10. Is committed to program participation by and with diverse populations. (Honnett & Poulsen, 1989, p. 40)

Altogether, the characteristics and principles of service-learning describe an experience that includes: planning, engagement, and reflection.

Reflection. As discussed previously, literature related to transformational and experiential learning supports the need for reflection (Agryris & Schon, 1974; Dewey, 1938; Freire, 1998; A. Kolb & Kolb, 2017) and further emphasizes that opportunities for reflection create the link

between *servicing* and *learning* (Eyler & Giles, 1999). A key characteristic and the focus for service-learning program designers is to design opportunities within the coursework for reflection (Jacoby, 2014) both in written form and via discussion. For Jacoby (2014), “Experience without reflection can allow students to reinforce their stereotypes about people who are different than themselves, and generalize inaccurately based on limited data” (p. 26). Reflective writing is one key strategy that allows students to associate with the elements of experiential learning and process and synthesize information gained from experiences (Bassi, 2011; Rushe & Jason, 2011).

Rushe and Jason (2011) conducted a study to examine intellectual and sociological growth with self-assessment and reflective writing. The results indicated that reflective writing had several positive outcomes, including students learning to value the process of inquiry and self-reflection while constructing self-knowledge. Bassi (2011) similarly concluded that reflective assignments show an increase in academic achievement and social development. The benefits can include the opportunity for students to describe and process their learning and to make connections with their values, personal styles, and approaches to dealing with diverse situations (Cai & Sankaran, 2015; Langley & Brown, 2010). According to Janet Eyler and Dwight E. Giles (1999), “Effective service-learning reflection can be described by the five Cs: continuous, connected, challenging, coaching, and contextualized” (pp. 183-184).

Molee, Henry, Sessa, and McKinney-Prupis (2011) developed a model to assess student knowledge through reflective writing. The DEAL model—which includes describing, examining, and articulating learning—is used to examine the outcomes of reflective writing during a service-learning experience. Altogether, the advantages of journal writing include the following:

1. Provides an aid to memory – researchers and writers have learned the value of recording their ideas for future use
 2. Provides a basis for creating new perspectives – creates a framework to explore ideas and identify contemporary intellectual trends
 3. Enhances critical thinking skills – creates opportunities to refine thinking skills by analyzing the underlying assumptions of personal ideas and beliefs
 4. Provides psychological/emotional advantages – enables individuals to work through difficult work and personal situations and promote healing and growth
 5. Offers opportunities to increase empathy for others – individuals address social issues and enhance their understanding of individuals and groups
 6. Provides a practical way to understand books/articles – writing creates a framework to regularly examine reading materials and improve skills related to comprehending, understanding and recalling knowledge
 7. Provides support for self-directed learning activities – journal writing requires personal discipline which is a vital ingredient in becoming a life-long learner.
- (Muirhead, 2014, p. 77)

Accordingly, service-learning assumes that learning does not necessarily occur because of experience, but rather because of reflective opportunities, such as journal writing, that are designed to achieve learning outcomes. A reflection that takes place through thought, discussion or writing purposefully connects the service and the learning; it is the process through which the service and learning become transformational (Jacoby, 2014).

Further, Jacoby (2014) noted that “critical reflection is the process of analyzing, reconsidering, and questioning one’s experience within a broad context of issues and content

knowledge” (p. 26), which relates back to Mezirow and Taylor’s (2009) definition of critical reflection. Jacoby (2014) further delineated five steps in the design and implementation of critical reflection in a curricular experience:

1. Identifying learning outcomes,
2. Introducing students to the concept and practice of critical reflection
3. Designing a reflection strategy to enable students to meet the learning outcomes
4. Engaging students in reflection
5. Assessing learning through reflection (p. 31).

Altogether, “Critical reflection may involve feedback – from student peers, instructors, community members, or service learning staff – and opportunities for revision” (Clayton et al., 2012, p. 9). In this way, a service-learning experience that includes elements that encourage critical reflection can lead to perspective transformation (Mezirow & Taylor, 2009).

Benefits of service-learning. “Service-learning at its best positions students; faculty/staff; and community members as co learners, co-educators, and co-generators of knowledge” (Jameson, Clayton, Jaeger, & Bringle, 2012, p. 41). Conferring a significant advantage, service-learning offers the many benefits of experiential learning to institutions, communities, and students (Blouin & Perry, 2009; Castañeda, Islam, Stetten, Black, & Blue, 2017; Groh, Stallwood, & Daniels, 2011). As discussed in Chapter 1, service-learning benefits students, program designers, the institution, and community partners (Al Barwani et al., 2013; Jacoby, 2014). Of note for higher education and program designers, the key benefits include:

- Pedagogy discrimination between service learning and traditional methods courses: the experience is more structured, more focused and productive, with much more hand-on experience and feedback.

- Content comprehension and application through service learning projects; there is more opportunity to comprehend the content and apply academic skills and knowledge to the needs of the schools; there is more accountability.
- Civic engagement, or the ability to influence individual and collective action to identify and address issues of public concern, and understand the relationship between the service-learning projects and their impact on social and cultural infrastructures, is a great way to give back to the community. (Daniels, Patterson, & Dunston, 2010, p. 15)

The benefits of service-learning are broadened by the current and growing need of adult learners to “practice in a real-world setting to gain consultative experience (Stefaniak, 2015, p. 2).

For example, in a phenomenological study, Naidoo and Devnarain (2009) assessed five universities engaged in service-learning. Four stakeholders were interviewed: students, academics, service partners, and community partners. Participants included 10 student groups, each group ranging from seven to 15 students; two service partners from each of the five sites; and eight groups of community partners ranging in size from three to 12 respondents per group. Data collection involved semi-structured interviews, observations, and focus groups. Interviews and focus groups were conducted with the community partners. The findings were organized by coded themes and subcategories. The results indicated increased knowledge, confidence, time management, social responsibility, communication, teamwork, and networking skills. The primary benefit of participating in service-learning to academics, service partners, and community partners related to an overall theme of developing relationships. In sum, the strengths of service-learning are that it: “(a) draws on multiple theories of learning, (b) focuses on individuals and individual outcomes, (c) encompasses relationships between individuals, (d)

targets a broad range of outcomes; and (e) draws on multiple disciplinary perspectives in design, implementation, and application” (Clayton et al., 2012, p. 36).

Impact of service-learning outcomes on student development. “Before we can understand the academic value of service-learning programs we need a clear idea of what learning might be expected from this approach and the extent to which these outcomes are consistent with the goals of higher education” (Eyler & Giles, 1999, p. 3). According to Jacoby (2014), service-learning is effective for achieving learning outcomes that involve:

- Synthesis and analysis of information to solve complex problems with multiple solutions
- Application of concepts and knowledge to practice in new contexts
- Effective oral, written, and visual communication
- Working collaboratively with others, especially across difference
- Exercise of well-reasoned judgment
- Taking ownership for learning
- Using a discipline’s knowledge base to address social issues
- Developing the skills and habits of critical reflection
- Other outcomes that involve manipulating, relating, structuring, developing, interpreting, decision making, prioritizing, and like skills. (p. 81)

Research conducted around such learning outcomes related to service-learning has yielded in positive findings including students finding a strong sense of accomplishment and increased confidence, efficacy, and perspective change through reflection (Breunig, 2014; Perrin, 2014). Although service-learning approaches vary among institutions, one common outcome of service-learning is the opportunity for students to get to learn through practical experiences with

the community (Sletto, 2010). Service-learning provides students with an experience “based on authentic real-time situations in their communities” (Furco, 2010, p. 228). Jameson, Clayton, and Ash (2013) emphasized that:

a key reason to use service learning is that its integration of disciplinary content and community-based experience makes it particularly well suited to support and challenge students to achieve higher levels of academic learning and to develop critical thinking capacities. (p. 87)

Two of the most well-known studies on the outcomes and impact from students’ perspectives of service-learning were conducted by Eyler and Giles (1999). The first study included pilot focus groups, interviews, and pilot surveys and nationally surveyed 1,500 college students from twenty higher education institutions. Of the participants 1,1000 were enrolled in a service-learning course. All participants received a pre-and post-course surveys. Sixty-six of the students also participated in an interview at the beginning and end of the course. In the second study, sixty-seven college students from six different universities were asked about the outcomes of service-learning from their perspectives.

Based on the study’s findings, Eyler and Giles (1999) published *Where’s the Learning in Service?* to share the outcomes and impact of the service-learning experience for students. Students self-reported a “powerful impact on how they see themselves and others” (p. 25) through their experiences. The most recounted value of service-learning was the chance “to interact in meaningful ways with people from diverse backgrounds” (Eyler & Giles, 1999, p. 54). Some highlights of the general findings related to students’ perceptions of personal and interpersonal development included: a gained appreciation and sense of connection with other cultures; increased self-knowledge and feeling of personal self-efficacy; improved interpersonal and leadership skills; and developed relationships with classmates and the community.

An additional focus of the study related to whether the impact of service-learning as a teaching strategy was perceived from the students' perspective as more helpful to learning than traditional teaching approaches in higher education. Eighty percent described the experience as positive and fifty-eight percent of participants reported that they learned more in a service-learning (Eyler & Giles, 1999). These participants expressed that they learned more because they found working in the community to be interesting. Overall, Eyler and Giles (1999) determined the following learning outcomes for service-learning student participants. Students will:

- Become motivated to work harder.
- Develop a deeper understanding of the course content and gain the ability to apply learnings to real problems while developing a sensitivity to complex social issues.
- Increase learning by using course content, experience, and reflecting through writing and discussion.
- Build distinct skill sets when learning while engaged in interesting and challenging work with high quality community partners.
- Work with and interpret data to address problem causes and identify solutions.
- Achieve learning outcomes directly related to the quality of the service-learning.

Since Eyler and Giles's seminal studies, many one-campus and one semester studies as well as meta-analyses and longitudinal studies have been completed supporting their original work (Bringle & Steinberg, 2010; Felten & Clayton, 2011).

Assessing impact. Mezirow and Taylor (2009) asserted that achieving student transformation depends on students' overall experience. Various methods are "used to assess the impact of service-learning on students, including surveys, achievement testing, content analysis of student work, interviews, focus groups, observation, document review, and case studies"

(Jacoby, 2014, pp. 158-161). Assessments are essential in higher education because learning is most successful when the learner can give and receive feedback (Brown & Glasner, 2003).

According to Jacoby (2014),

Assessment of service-learning enables its practitioners, participants, supporters, advocates, and funders to gain an understanding of its value to students, faculty, community leaders and members, the institution, and to higher education and society. In the context of student learning and development, assessment also describes the process of determining the extent to which an outcome or set of outcomes has been achieved by an individual or group. Because service-learning is a complex process and involves multiple stakeholders, several forms and level of assessment are required. (p. 155)

One way to evaluate the effectiveness of the curriculum is to determine whether the learners are changing their long-term behaviors (Knowles et al., 2015). In this way, one of the final steps in designing a successful service-learning course is to conduct evaluations. In another sense, and along with evaluating changes in behavior, assessment at program and institutional levels can also be helpful in examining the benefits as well as environmental factors that affect service-learning, including cost effectiveness (Jacoby, 2014).

An effective evaluation process assesses the learners' input and provides feedback for the organization utilizing a triple-loop feedback process. The triple-loop evaluation model evaluates curriculum effectiveness at three levels: (a) single-loop, which evaluates whether the learners' behavior changed; (b) double-loop, which determines if the curriculum goals match the planned objectives; and (c) triple-loop, which evaluates whether the required curriculum supports the organization's vision (Rooke & Torbert, 1999). Evaluation at each of the levels provides data to further develop the curriculum in a way that will benefit the learners, the program, and the institution.

Several evaluation methods are available to measure the effectiveness of a service-learning capstone program using the triple-loop framework. The evaluations can include a pre-

course assessment; formative assessments that involve coaching and peer-to-peer mentoring; and summative assessments that include a written paper, a group presentation, and a class grade.

Another method of evaluation involves Kirkpatrick's (1996) levels of evaluation: "reaction, learning, behavior, and results" (p. 55). The single-loop evaluations can be measured in levels one through three of Kirkpatrick's evaluation method and the double and triple-loop evaluations can be measured in Kirkpatrick's level four evaluation model. For example:

- *Reaction*. The first level can be used to assess the students' reaction to the curriculum, including the level of satisfaction with the materials, as well as the professor's instruction. This assessment is conducted at the program level.
- *Learning*. The second level measures typically measure whether the students learned or developed a skillset. The assessments are conducted at the course level; in some cases, the initial assessments are then compared to the summative assessments.
- *Behavior*. The third level assesses the integration and application of the students' learning. The assessment is conducted at the course level, the service-learning project being the tool used to measure the application of theory.
- *Results*. The fourth level measures the results of the change initiative and the learnings. At the course level data is collected from students. For example, data collected to measure learning outcomes for students involve summative assessments.

In total, using the triple-loop evaluation model (Rooke & Torbert, 1999), the faculty program designer can summarize each of the evaluations and ultimately use this information to further develop and improve the program.

Additionally, regional accrediting bodies have accepted Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics as a student learning assessment tool (Jacoby, 2014).

The American Association for Colleges & Universities (AAC&U) has developed 16 institutional-level rubrics that can be used as formative and summative assessments, which currently being used by over 1,000 colleges and universities. Rhodes and Finley (2013), share “the institutional-level rubrics can be translated into grading rubrics for specific courses” (p. 5). These rubrics were designed for the institution-level assessment of AAC&U’s Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes: “civic engagement, creative thinking, critical thinking, ethical inquiry and analysis, integrative and applied learning, intercultural knowledge and competence, oral communication, problem solving, quantitative literacy, reading, teamwork, written communication, and global learning” (Rhodes & Finley, 2013, p. 5). Although these outcomes address preparation that students need to be successful in “civic life and the global economy” (p. 5), they also characterize potential learning outcomes of curricular service-learning.

As discussed previously, students’ learning can also be addressed through reflective practices. James Bradley’s (1995) criteria can be used to assess reflection in a curricular experience. Bradley identified three levels of critical reflection that are useful in assessing students’ reflections and in providing feedback. Moreover, there are also several ways to categorize the potential impact of service-learning on students’ learning outcomes. Janet Eyler and Dwight Giles (1999) identified six categories of student impact: “personal and interpersonal development; understanding and applying knowledge; engagement, curiosity, and reflective practice; critical thinking; perspective transformation; and citizenship” (pp. 23-151).

Need for greater understanding of impact from students’ perspectives. There is a need for greater understanding of service-learning’s impact on learning outcomes from the students’ perspectives. First, program designers want to know whether their desired learning outcomes

were achieved and what it was about the experience that led to their achievement so they can use the data to improve their practice. Second, the data can be used to share with students how service-learning contributes to their learning and development. Third, program designers can use assessment data to encourage others to adopt the pedagogy and assessment data to demonstrate the value of service-learning to increase institutional support (Jacoby, 2014).

Opportunities for inclusion in the design process. When considering the two categories discussed in Chapter 1—the significance of including students’ perspectives in educational design and the reality of educational programs and courses that limit the inclusion of student perspectives in the design process—it is perhaps even more important to consider opportunities for students’ inclusion in the design process. Research literature suggests that students are better regarded as participants in learning as opposed the objects of teaching; as a result, there is continued demand for educational designs that prompt students’ thoughts and reflections (Tapp, 2015). Student perspectives can be included in educational design by way of student-faculty partnerships through the collection of feedback.

Student-faculty partnerships. Delpish et al. (2010) conducted several case studies of partnerships, concluding that:

Students are accustomed to, and often comfortable with, assuming a relatively powerless role in the classroom, just as faculty are trained to believe that their disciplinary expertise gives them complete authority over the learning process. When faculty or students challenge these habits, students and faculty must confront fundamental questions about the nature of teaching and learning. (p. 111)

The gap where program designers’ intention for the program fails to meet the students’ perception of the program is most likely the result of a failure in the student-faculty relationship (Cook-Sather et al., 2014). In one way, student-faculty partnerships can take the form of program designers collecting feedback to make changes in educational design, and in another way,

student-faculty partnerships can cause faculty program designers to rethink the foundational understandings of teaching and learning (Cook-Sather et al., 2014; Werder & Otis, 2010). The latter helps to create completely different educational spaces (A. Kolb & Kolb, 2017).

Methods to collect feedback. To properly include students' perspectives, the idea is that active participation is necessary to encourage dialogue and promote growth (Freire, 1996; Knowles et al., 2015). There are a range of potential roles for students varying from simple to complex. Potential student roles can include: participation as research subjects, providing data about their learning; involvement in research to address specific program objectives; participation as a project assistants in clerical tasks; participation in providing formal feedback about educational design or play a part in the design/redesign of a program; participation as a project assistant in research tasks; participation as a partner; or serving as independent researchers (Werder & Otis, 2010). These examples promote Freire's (1998) approach of emphasizing interaction between students and program designers to encourage students' connections with real life issues.

Additionally, there are several ways to reward students for sharing their perspectives. Students may participate for extra credit, or to receive recommendations from program designers documenting their work as collaborators. Students can also gain by learning firsthand from program designers about educational design and how to improve learning; they may also be included in grants for project that provide stipend or travel support (Werder & Otis, 2010).

Engagement outcomes for students engaging in the design process. Learning develops through experiencing different viewpoints (Cook-Sather, 2011). Cook-Sather et al. (2014) asserted that the benefits of engagement in program design for students include:

- (a) enhanced confidence, motivation, and enthusiasm;
- (b) enhanced engagement in the process, not just the outcomes, of learning;
- (c) enhanced responsibility for, and

ownership of, their own learning; and (d) deepened understanding of, and contributions to, the academic community. The benefits for faculty include: (a) transformed thinking about and practice of teaching; (b) changed understandings of learning and teaching through experiencing different viewpoints; and (c) reconceptualization of learning and teaching as collaborative processes (p. 103)

Student-faculty partnerships can have transformative results for programs, courses, students, faculty, and institutions especially in a service-learning context.

Study context: Service-learning capstone. Scholars have created several different models of curricular service-learning, including: courses where service-learning is required, courses where service-learning is optional, courses where students can earn additional service-learning credit, first-year experiences, internships, field work, community-based research, and service-learning capstones (Jacoby, 2014). The focus of this study is a service-learning capstone project.

Jacoby (2014) described a service-learning capstone as “a culminating experience that enables students to integrate and apply their learning through advanced intellectual and creative work that address a community need or issue” (p. 95). Service-learning capstones are typically designed to begin with concrete experience, and learning occurs when the cycle is repeated as learners test their newly developed learning and then continue through the process (D. Kolb, 2015). Capstone experiences are designed to offer students an opportunity to lead change and “are most effective when students’ service involves collaborations with community members and responds to community identified concerns” (Mitchell, 2008, p. 55). In a service-learning context, students develop necessary change leadership skills when there is an opportunity to apply the inquiry-based change theories to a challenge facing an actual organization (Jarvis, 1987a, 1987b). The specific benefits to participating in a capstone are the opportunity to serve the community and the opportunity for students to reflect on what they learned so they can in turn integrate knowledge gained from the project into their work and personal lives.

Education to Community (E2C) service-learning capstone. The focus of the study is the E2C service-learning capstone project, which encourages PGBS graduate students to share with local non-profit organizations what they have learned about leading people, teams, and change. The MSML program has been developing students by offering them opportunities to grow personally and professionally through E2C service-learning experiences since 2008. Founders of the MSML program Dr. Ann Feyerherm and Dr. John Mooney who crafted the design of the MSML program built in service-learning as a capstone project with intention to align with the mission of the university to prepare students for lives of purpose, service, and leadership. As a business school, a focus not only on for-profits but also on non-profits was included in the design of the program from the beginning. The academic director and chair of the MSML program, Dr. Bernice Ledbetter, has been leading the service-learning program since 2009. Over the course of the program's existence, over 200 students have completed 57 service projects, helping more than 55 different local non-profit organizations and one for profit organization. The projects span the gamut of focus areas including youth, women, homelessness, fair trade, animal rights, etc., throughout the Los Angeles and Orange County regions.

The E2C project is intended to give graduate students the opportunity to use the tools and concepts learned in the MSML program as student teams of three to four members interact with local community partner leadership teams to analyze an organizational challenge, collect information, and develop recommendations for action. The learning outcomes of the first term course include:

1. Describe change management strategies and integrate those into the culminating change project; become skilled in leading/consulting on change management.

2. Demonstrate knowledge of theories that support organizational change strategies and evaluate which change strategy or strategies are appropriate based on the situation.
3. Articulate your own point of view about effectively managing or leading change.

After successful completion of the second term course students will:

1. Demonstrate critical thinking skills by examining organizational challenges and designing solutions.
2. Assess completion of goals articulated in the Leadership Learning Contract.
3. Assess and illustrate evidence of learning from the MSML program through a capstone paper.
4. Demonstrate the ability to put leadership and influence principles into practice through the E2C service-learning capstone project.

The E2C project is unique in that most service-learning projects in academic settings are one term while the E2C service-learning project extends 6 months through the final two terms of MSML program coursework. According to the University of Houston (2016), the more meaningful and longer an experience is then more likely it is transform the students. The additional term means the students can reflect on their learning over a much longer period while engaged in experiential learning, and for this reason this context was selected for data collection.

Educational design of the E2C overview. Achieving service-learning outcomes depends on effective educational design (Perrin, 2014) and there are many educational designs that support service-learning instructional programs. Effective educational design can enrich students' learning experiences by creating an environment for students to gain practical knowledge and skills so they can apply what they have learned in the classroom (Waller & Papadopoulos, 2015). Characteristics such as duration, quality, and intensity of the service-

learning experience have been shown to relate to learning outcomes (Eyler et al., 2001, Porfilio & Heather 2011). Jacoby (2014) delineated an eight-step process for designing a service-learning capstone: (a) stating desired learning outcomes, (b) selecting the learning outcomes that are best addressed through service-learning, (c) envisioning the service experience that will serve as a primary course *text*, (d) selecting other course content and pedagogies, (e) seeking potential community partners, (f) integrating critical reflection thoroughly into the course, (g) determining a method to evaluate student and community outcomes, and (h) addressing logistical issues. Typically, this eight-step process does not take into consideration students' learning styles, team process, or the inclusion of students' perspectives as part of the development of the instructional program design.

One such design specific to teaching students how to lead change initiatives through a service-learning capstone that takes each of the aforementioned components into consideration and is used as a framework for the E2C service-learning course was designed by Dr. Bernice Ledbetter. The educational design components used in the E2C service-learning capstone project include: the examination of theory, application (experiential learning), and faculty-to-student and peer-to-peer coaching (collaborative mentoring). The educational design incorporates process of action research, transformational learning, and collaborative mentoring.

Educational design components – theory, application, and coaching. The integrative model for teaching students how to lead an organizational change initiative includes the elements of theory, application, and coaching. To begin, under a general theme of a collaborative approach to teaching change, theories that are inquiry-based are introduced to the students. Application takes place through Kolb's (1984, 2015) four-stage experiential learning cycle that moves from concrete experience to active experimentation highlighting students' involvement with learning

by doing as integral to the developmental process. The purpose of the faculty-to-student coaching relationship is to support participation, reinforce the learning, and collaborate in delivering helpful outcomes to the community partner. These components are noted in Figure 3.

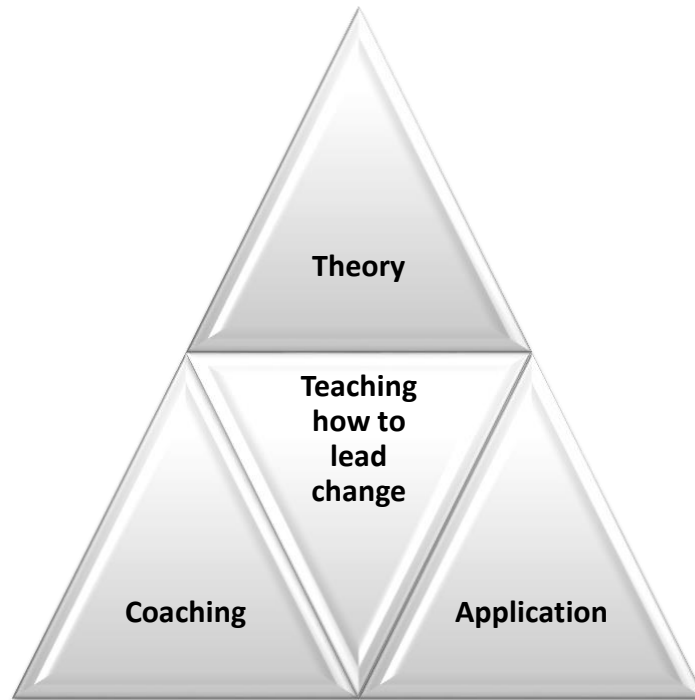


Figure 3. Components of a collaborative approach to teaching how to lead change.

Educational design process. The capstone is designed to offer students the opportunity to learn through the process of action research, transformational learning, and collaborative mentoring. The integrated process incorporates inquiry, reflection, dialogue, and action. This process is intended to support students in learning how to lead change as well as contribute to their personal and professional development through a double-loop learning model. The double-loop learning model offers students, community partners, and the program designer a way to share feedback, collaborate in defining the project, decide on recommendations, and take steps toward implementation (Argyris, 1976).

Related to the process of action research, it is essential program designers propose change through the models of action research that include participatory action research, action learning, and cooperative inquiry. Altogether, these models incorporate the coming together of the students, faculty, and community partner for the discussion of problems followed by team discussions (Lewin, 1946). Specifically, the action research:

must include the active participation by those who have to carry out the work in the exploration of problems that they identify and anticipate. After investigation of these problems the group makes decisions, monitoring and keeping note of the consequences. Regular reviews of progress follow. The group would decide on when a particular plan or strategy had been exhausted and fulfilled, come to nothing, and would bring to these discussions newly perceived problems. (Adelman, 1993, p. 9)

The key element to be emphasized at the core of transformational learning is personal development (Mezirow, 1991). Through the process of transformational learning it is important program designers relate with the transformational elements that encourage students to develop the skills needed for self-reflection, increased autonomous thinking, and the ability to redefine or reframe problems from a different perspective (Mezirow, 1997). “The environment is designed in such a way that fosters critically reflective thought, imaginative problem posing, is participatory and interactive, and... involves group deliberation and group problem solving” (Mezirow, 1997, p. 10).

Through the process of collaborative mentoring, it is critical that program designers commit to creating an environment of open communication and partnership to enhance the students’ learning relative to the group consulting project work. While program designers develop the project timeline and offer the students a rubric for written work, they also provide feedback to the team at key points along the process and provide faculty-to-student coaching. Their intention is to lead by example, providing support and encouragement in a fun, hopeful, and positive way. Meetings with student teams are guided by thoughtful, reflective questions.

Peer mentoring is also highlighted, as Mezirow and Taylor (2009) believed that personal transformation is more likely to occur if a student is engaged with other students. To encourage peer-to-peer coaching, program designers specify an approach to team formation, meet with the team regularly, and provide necessary tools and resources, including an outline for the project work to be accomplished, a structure to encourage dialogue, accountability practices, and opportunities for team and individual reflection. The process is noted in Figure 4.

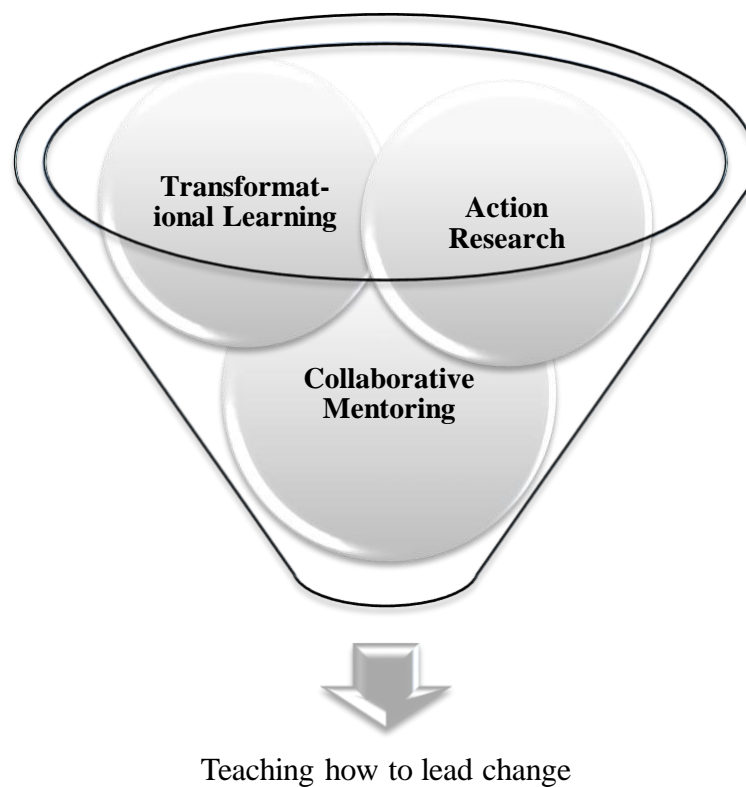


Figure 4. Process of a collaborative approach to teaching how to lead change.

Service-learning capstone project course content. The inquiry-based theories and authors include Peter Block, a practitioner theorist who developed a consultative approach to change. Block's (2011) work digs into the need for developing collective insight through partnering and collaboration when leading change. John Kotter and Dan Cohen (2002) present another framework, an eight-part step-wise approach to change. The processes moves to identify change

through developing a vision, to involving others, and enabling action. Within that model, Kotter and Cohen (2002) suggest an inquiry-based step of developing a guiding team that at its heart is a collaborative approach to change. The guiding team embraces ambassadors to change, including those who articulate change, also taking in data, listening, inquiring, and learning how people understand and embrace the change. Comparably, Heifetz and Laurie's (2001) collaborative approach to change emphasizes the adaptive leadership skills needed to create an environment that allows people to own the work. In the same way, appreciative inquiry and humble inquiry approaches support collaborative change by bringing an awareness of communication styles that promote change. Altogether, the collaborative change curriculum framework that inform students' learning includes:

- Peter Block's (2011) *Flawless Consulting* – a consultative approach described as a change management strategy.
- John Kotter and Dan Cohen's (2002) *Heart of Change* – a change management strategy that influences feelings to create change.
- Ronald Heifetz and Donald Laurie's (2001) *The Work of Leadership* – an adaptive, learning leadership approach described as a change management strategy.
- David Cooperrider's (1996) *Appreciative Inquiry* and Edgar Schein's (2013) *Humble Inquiry* – positive, strength and inquiry-based theories described as a change management strategy.
- Barbara Bunker and Billie Alban's (1997) *Large Group Interventions: Engaging the Whole System for Rapid Change* – a method for collecting input.

Using the aforementioned curriculum, program designers and students come together with community partners to co-create and lead organizational change initiatives.

Summary. In sum, this chapter highlighted that “learning is relational and social, and it is best achieved in contexts where there is good interaction and individual support, and where both the activity and its outcomes are meaningful for the learner” (Jernsand, 2017, p. 82). The chapter began with a section devoted to the inclusion of students’ perspectives in educational design in two areas. The first related to the importance of students’ perspectives, including a discussion on the stakeholder perspectives of higher education institutions, community partners, and program designers, and emphasized the importance of students’ perspectives. Second, the reality of limited inclusion of students’ perspectives was addressed, including the challenges of including students’ perspectives, lack of institutional awareness, lack of program designers’ support, lack of comfortability, and lack of opportunity to share feedback. The subsequent section included a discussion of traditional learning theories, including behaviorism, humanism, cognitivism, social cognitivism, and constructivism. This was followed by an examination of the key aspects of adult learning theory, including andragogy and transformational learning.

This foundation led to the discussion of the students’ learning path and the study’s theoretical framework: experiential learning in a service-learning context. Experiential learning described as a theory provides a pathway for moving past the restrictive aspects of traditional educational design. The concept of experiential learning originating with Dewey (1938) was addressed, followed by a discussion of the learning theory developed by D. Kolb (2015). Kolb’s Experiential Learning Theory (ELT) provides the foundational educational philosophy that grounds this study and connects with the impact of describing the perspectives of students’ perspectives of experiential learning. The key components of the theory—the experiential learning cycle (learning, reflecting, acting), learning styles, and learning spaces—were

presented. It was emphasized that the concepts of learning space and learning style have implications for educational designs that promote learning.

Lastly, the premises, characteristics, and benefits of service-learning were considered. The study's context—a service-learning capstone—was explained along with the impact of service-learning outcomes on student development. Most importantly, the need for greater understanding of students' perspectives was emphasized. As such, methods to include students' perspectives and engagement outcomes were discussed along with opportunities for inclusion through the concept of student-faculty partnerships. Further, it was emphasized that educational design needs to address learning outcomes, as well as the processes that are most effective for learning (Eickmann et al., 2003), as expressed through the description of the E2C service-learning capstone project.

Chapter 3: Research Design and Methodology

Research has validated the benefits of experiential learning opportunities for students, institutions, and communities (Hancock, Smith, Timpte, & Wunder, 2010; Jettner et al., 2017, Phillips et al., 2013). Also, the importance of experiential learning to educational, academic, and program learning outcomes has been documented (Al Barwani, Al-Mekhlafi, & Nagaratnam, 2013; Carson & Domangue, 2013; Yorio & Ye, 2012). However, there is a gap in the literature relative the value of obtaining students' perspectives about the impact of their experiences (Werder & Otis, 2010).

To address this literature gap, the purpose of this qualitative phenomenological study was to describe the impact of experiential learning from the perspectives of Pepperdine Graziadio graduate alumni who completed the MSML E2C service-learning capstone project. Data was collected from business graduate students relative to their learning practices, challenges, and the ways they defined and described success in a service-learning capstone project to contribute to the development of course outcomes. The data were collected through a series of semi-structured interviews. The interview questions were derived from the study's guiding research questions and informed by the research conducted through the literature review. Accordingly, this section begins with the restatement of the guiding research questions, followed by a description of the nature of the study, methodology, and research design.

Restatement of Research Questions

In the tradition of qualitative research, a central research question was posed (Creswell, 2014). The overarching research question providing guidance for the research design, data collection, and data analysis was "How do graduate alumni of Pepperdine Graziadio Business

School describe the impact of experiential learning as experienced in the MSML service-learning capstone project?” Four sub-questions provided further guidance:

- RQ1. What strategies and practices did the graduate alumna/alumnus find most helpful to his/her learning?
- RQ2. What challenges did the graduate alumna/alumnus face during his/her experiential learning capstone project?
- RQ3. How did the graduate alumna/alumnus describe and define learning success?
- RQ4. Based on their experiences, what recommendations do the graduate alumna/alumnus make specific to the design and implementation of future experiential learning projects/programs?

Nature of the Study

This qualitative study used a descriptive approach in addressing the research questions by focusing on themes within the data (Creswell, 2014). Addressing the proposed research questions qualitatively is a strong approach as the process provided the researcher the opportunity to explore how the participants interpreted and describe their experiences when variables were unknown (Bryman, 2016). The central research question and subsequent subquestions were labeled as descriptive since the questions were designed to gather responses that described the impact of experiential learning from the perspective of the graduate alumni.

The descriptive nature of the study was achieved through open-ended interview questions developed to encourage graduate alumni to share their “experiences, perceptions, options, feelings, and knowledge” (Patton, 2002, p. 23). Collecting data through qualitative interviews was effective for the researcher as the process allowed her to control the flow of questions to support participants sharing their perspectives of information (Creswell, 2014). The researcher

also took into consideration the characteristics of qualitative research in the research design process.

According to Creswell (2014) the characteristics of qualitative research are that: the research typically takes place through conversation with participants in a natural setting, relies on the researcher as the instrument for data collection, can use multiple forms of data collection, data analysis is inductive and deductive, and is based on the researcher learning meaning from the participants' perspectives. Additionally, the process is characterized as “emergent”, “reflexive”, and “holistic” as the researcher develops a picture that emerges from the various perspectives (Creswell, 2014, p. 186). Further, a qualitative study is characterized by one of two types of research: critical theory and interpretive (Locke, Silverman, & Spirduso, 2010). Because this phenomenological study was interpretive in nature, an understanding of this approach is helpful.

Interpretive research is a methodological fit for a study seeking participants' feedback that can lead to an understanding of the students' experience. Interpretive research is used to learn about the participants' view of a singular situation. Through interpretive research, the researcher is primarily responsible for collecting the data and keeping a comprehensive record of participants' insights. The researcher is the “key instrument” in gathering the data (Creswell, 2014, p. 185). By gathering, organizing, and analyzing the data, the researcher builds the foundation of exploratory theory (Locke et al., 2010).

Beyond characterizing and defining the type of research, Creswell (2013) identified five approaches to designing qualitative research, focusing on the methods of data collection, analysis, and writing. These approaches include case study, ethnography, grounded theory, narrative, and phenomenology. The ethnographic approach is used “to focus on a culture-sharing

group” (p. 90), while a case study approach is focused on developing “an in-depth understanding of a single case or explore an issue or problem using the case as a specific illustration” (p. 97). A grounded theory study is used when the goal is to “generate or discover at theory” (p. 83) and narrative research study “focuses on exploring the life of a single or several individual” (p. 76). Further, a researcher utilizes the phenomenological approach when seeking “to describe the common meaning for several individuals of their lived experience of a concept or phenomenon” (p. 76). The methodology used in the design of this study was phenomenological since the focus of the study was to describe what the participants shared related to their experience with the E2C service-learning capstone project.

Methodology

For this study, developing an understanding of the experiences of graduate alumni through their personal recollections were best accomplished through a phenomenological qualitative research design. Phenomenology is a qualitative research design that focuses on the significance of an individual’s experience from the viewpoint of that individual (Locke et al., 2010). This research design allows meaning to be interpreted and defined for a number of individuals based on their personal experiences with a phenomenon, concept, methodology, or strategy (Creswell, 2014).

The focus of this phenomenological study was to describe the impact of experiential learning from the perspective of graduate alumni. The central phenomenon of this research study was the MSML program’s E2C service-learning capstone project. Due to few studies in research literature that explore the impact of experiential learning from the business students’ perspective, a phenomenological study devoted to understanding the perspective fits the purpose of this study.

Through a phenomenological research design, the researcher hoped to gain knowledge about best practices in adult experiential learning in a service-learning context. During data analysis themes developed based on patterns (Moustakas, 2010) in the data related to graduate alumni recollection of the practices that created a successful experiential learning experience, as well as the practices that posed challenges. The themes that emerged from the findings in data collection offered significant insights for program designers and future students. The development of these themes was in accordance with the primary purpose of phenomenological research: to synthesize multiple reported experiences into descriptions that express themes (Creswell, 2014).

Structured process of phenomenology. Using a phenomenological design, the researcher interviews a small number of individuals and then develops meaning from patterns that emerge from the interview data (Moustakas, 2010). Moustakas (2010) identified phenomenological research design process that Creswell (2014) modified into the following steps, the researcher: (a) verifies that the research problem can be answered through a phenomenological approach; (b) selects the phenomenon of inquiry; (c) explains the assumptions of phenomenology and brackets her personal experience with the phenomenon; (d) collects data (e), analyzes the data; (f) develops themes; and (f) summarizes the findings. For this study a phenomenological research design allowed the researcher to gain insight about the phenomenon, E2C service-learning capstone project through the shared experience of graduate alumni.

Appropriateness of phenomenology methodology. A phenomenological approach requires the researcher to “look at the real issues” affecting people’s lives (Cibangu & Hepworth, 2016, p. 152). This approach allows the researcher to examine a different point by using open-ended questions (Creswell, 2013) to develop an understanding of the students’ approaches to

learning as well as the challenges and successes they encountered. Based on the description of phenomenology, this qualitative research design was deemed an appropriate approach to study students' feedback with a focus on their shared lived experience of the service-learning capstone project (Creswell, 2014).

Weaknesses. Although the phenomenological approach was deemed appropriate for this study, it is necessary to highlight the weaknesses of the approach. According to Creswell (2013), there are several areas of weakness related to a study of this kind: (a) researcher biases that need to be disclosed, (b) the discriminating nature of participant selection to ensure the researcher has access to interview participants that have direct experience of the phenomenon of inquiry, and (c) the need for the researcher to disclose personal discoveries regarding the research. Lastly, the researcher's approach may also affect participants' responses (Creswell, 2014). However, the researcher can mitigate these potential weaknesses by: (a) purposively selecting a population that can be narrowed by specifying the selection criteria for a specific sampling frame, (b) communicating her biases, and (c) examining the phenomenological theoretical approach.

Strengths. With the potential weaknesses mitigated as described in the following sections, there are many strengths of the phenomenological approach. First, data is most often collected through interviews (Donalek & Soldwisch, 2004), which allows for personal interaction (Creswell, 2014). Second, this personal interaction encourages deeper responses and supports participants to share their perspectives, as the researcher can ask follow-up questions (Anderson, 2010). Lastly, this method allows the researcher to hear and focus on what has personal importance to the participants "to gain understanding at both the individual and group level" (Donalek & Soldwisch, 2004, p. 354).

Research Design

The students who were recruited for this study were identified based on their direct experience with the selected E2C service-learning capstone project (Donalek & Soldwisch, 2004).

Analysis unit. The unit of analysis for this research was an individual alumna/alumnus of the PGBS who met the following selection criterion: has completed the MSML E2C service-learning capstone project.

Population and sample. The population consisted of graduate alumni of PGBS. The study's sample size was 15 participants. According to Creswell (2014), a phenomenological study sample size should be small and limited to individuals that have experience with the phenomenon, in this case with the E2C service-learning capstone project. The sample size was also determined by the number of participants required to achieve data saturation. Data saturation occurs when the data "no longer sparks new theoretical insights, nor reveals new properties" (Charmaz, 2006, p. 113).

According to Creswell (2013), phenomenological studies range from "five to 25 individuals who have all experienced the same phenomenon" (p. 81). Similarly, Marshall, Cardon, Poddar, and Fontenot (2013) found the process of determining sample sizes to be subjective, and recommended 15-30 participants for qualitative studies. With the understanding that phenomenological studies generally result in patterns emerging during the initial coding process that lead to the formulation of themes during interpretive analysis, a small sample size of participants was deemed appropriate for this study (Moustakas, 1994).

Purposive sampling. The sampling method, purposive sampling, means the researcher "selects individuals and sites for study because they can purposefully inform an understanding of

the research problem and central phenomenon in the study” (Creswell, 2013, p.156). Sampling is focused on gaining “insight about the phenomenon” (Patton, 2002, p. 40). Participants were identified and selected using a process that included the following three-step process:

1. Create a master list: The researcher was to receive a master list with full contact information from the Pepperdine University academic director of the MSML Program.
2. Create criteria for inclusion and exclusion: The researcher reduced the number of eligible participants from the master list.
3. Implement criteria for maximum variation: The researcher implemented specified criteria to “maximize differences or different perspectives.” (Creswell, 2013, p. 157).

Participation selection. The PGBS academic director of the MSML program provided site permission, generated a list of recent graduates of the program. The researcher then emailed the recruitment script to invite the graduate alumni to participate in the study.

Sampling frame. The following process was to be undertaken to develop the master list also known as a sampling frame to identify how participants were chosen:

1. The researcher contacted the PGBS academic director of the MSML program for permission to work with MSML alumni.
2. The academic director was to contact the 60-65 most recent graduates of the program who had completed the program.
3. The list was to include domestic graduate alumni from the fall 2017, fall 2016, and fall 2015 cohorts.

Criteria of inclusion. Criteria for inclusion and exclusion were used to create the master list of 15 potential participants. For inclusion, participants were initially required to meet three

specific conditions as part of the purposeful sampling: (a) completed the MSML service-learning capstone project from fall 2015 through fall 2017, (b) is a domestic graduate alumna/alumnus that (c) can recall participating in the in the MSML's service-learning capstone project.

Criteria for exclusion. The criteria for exclusion to participate in the study were used to create the master list of 15 potential participants included three conditions. To be considered for exclusion from the study, the graduate alumni were required to meet three specific conditions as part of the purposeful sampling: (a) not signing or agreeing to the terms of the informed consent form; (b) no availability within the timeframe provided in March and February for an in person, telephone, or video conference call interview; and or (c) were not willing to be audio recorded.

Purposive sampling maximum variation. Another purposeful sampling strategy used was maximum variation sampling (Sandelowski, 1995), which is a process that aims to gather the greatest variation of perspectives in the collection of data. As such, participant selection in this study was also based on maximum variation, which increases the odds of the researcher capturing data and developing themes representing diverse perspectives from the analyzed data (Hoepfl, 1997). In this way, no limitations related to participant demographics or age were applied to the selection criteria. In total, 15 prospective participants were identified using the processes of inclusion, exclusion, and maximum variation.

Protection of Human Subjects

The researcher completed the CITI Human Subjects training (see Appendix A). After securing Pepperdine University's Institutional Review Board (IRB) approval (see Appendix B), the researcher used a recruitment script to invite alumni students meeting the selection criteria to participate in the study (see Appendix C). Potential participants received a digital copy of the Informed Consent form (see Appendix D) along with their recruitment invitation as well as a

hard copy at the time of the interview, which informed them of that they could withdraw at any time from the study. The researcher did not begin recruiting participants or collecting data until after receiving approval from the Pepperdine University IRB. The PGBS did not require separate research site approval.

Additionally, participants were identified as P1 through P15 in all data collection and analysis records to ensure individual responses would remain private. The researcher's journal notebook that was used to take notes during the interviews did not include any references to individual participants; the notebook remained with the researcher throughout the duration of the study. The laptop that was used to analyze the data is password protected and operates on secured networks. The data collected from the interviews and note taking were saved in a secure location at the researcher's residence. All electronic interview data, the journal notebook, and consent forms will be destroyed 5 years after the study is completed.

Data Collection

The aim of the study was to describe the ways participants' think about experiential learning as encountered during the MSML E2C service-learning capstone project. The data collected through semi-structured interviews allowed the researcher to consider the participants shared lived experience (Creswell, 2014; Moustakas, 1994). The collected data represents participants' insights regarding the success and challenges of experiential learning and how the approach to learning developed their leadership skills. The researcher began the data collection process by communicating with potential participants to schedule interviews at a suitable time and location.

The researcher contacted each participant through email, inviting him/her to participate in the study. Once participants accepted, their full contact information was requested, and the

researcher scheduled a personal interview for the months of March and February 2018. In person interviews lasting no longer than 60 minutes were conducted by video conference calls, or at local meeting places that were convenient for participants. One to 2 days prior to each interview, the researcher sent a reminder email to confirm the appointment and provide the interview questions. On the day of each interview, the researcher arrived 15 minutes early to the place of meeting with two digital recorders and set up the room comfortably.

Interview techniques. “Qualitative findings come from three kinds of data collection: (1) in-depth, open-ended interview questions; (2) direct observation; (3) writing document” (Patton, 2002, p. 4). The most common method for collecting qualitative data is through interviews (Creswell, 2014). According to Patton (2002), “Interviews yield direct quotations from people about their experiences, opinions, feelings, and knowledge” (p. 4). Open-ended interviews provide the greatest opportunity to allow for the emergence of code categories that will yield themes that can be developed based on responses (Locke et al., 2010). Therefore, the research questions were used to generate open-ended interview questions to be asked of student participants.

Related to the qualitative data collecting technique of interviewing there are three approaches: “(a) structured interview, (b) semi-structured interview, and (c) unstructured interview (Crabtree & Miller, 1999, p. 17). This study used a semi-structured interview protocol, which means the researcher asked specific questions without predetermined choice of responses to obtain data. The graduate alumni were asked the same questions in the same order.

The day of the interview, the researcher reviewed the Informed Consent form (see Appendix D) with each participant. The researcher let the participant know that the interview would be semi-structured and that the researcher might ask follow-up questions intended to gain

additional clarity and probe for more in-depth responses. The researcher asked if there were any additional questions about the interview process and then began the interview with a brief icebreaker before introducing the first question. With the participant's written permission, the researcher recorded responses to allow for verbatim transcriptions and took notes only as needed to maintain an engaging conversation.

The interviews concluded with the researcher thanking the participants for their time and insights, emphasizing the value of their contribution to the study and continued development of the program. Each participant received a \$10 gift card to a coffee shop. A copy of the completed dissertation was also offered to interested participants. Once the participant left the interview, the researcher took field notes that included impressions of the participant's engagement in the interview and overall demeanor.

Interview protocol. A preliminary review committee and the dissertation committee reviewed and approved the interview protocol (see Table 2). The traditional methods of establishing reliability of a data collection instrument were not applicable since the interview protocol was designed specifically for this study. The original set of questions on the interview protocol was designed by the researcher. Careful consideration was given to design the protocol questions to be collectively exhaustive and mutually exclusive. The final IRB-approved interview protocol was used to address 14 questions for data collection.

Relationship between research and interview questions. The first research question examined the challenges students faced in an experiential course, whereas the second research question examined the strategies used by students in an experiential learning course. The third research question explored how students measured and defined their success. Lastly, the fourth

research question explored the recommendations students would make to those that design experiential learning courses.

Validity of the study. To make certain the interview questions related back to the research questions the researcher used a two-step validation process. First the researcher developed a table showing the connections between the guiding research questions and semi-structured interview questions (see Table 2). Second, the researcher recruited a team of peer reviewers and an outside reviewer with a background in adult learning and asked each to provide feedback on the table. The peer reviewers examined the table of interview questions and research questions for validity.

Content validity. The interview questions (IQs) were developed to link back to the research questions. For example, IQ 01 “What part of the course did you find most valuable and why?” and IQ 02 “What part of the course was impactful for you?” are related to RQ1, “What learning practices and strategies did student find impactful in their experiential learning program?” For each research question, a minimum of two IQs was developed. The effectiveness of the IQs was substantiated by a process that established prima-facie validity, peer-review validity, and expert validity.

Prima-facie validity. The development of the 14 semi-structured IQs was influenced by the researcher’s review of the literature. These IQs were also shaped by the guiding research questions. Feedback from peer reviewers and expert reviewers was then used to revise the IQs.

Table 2

Study Research Questions and Corresponding Interview Questions

Research Questions	Corresponding Interview Questions
RQ1: What learning practices and strategies do students find impactful in their experiential learning program?	IQ 01: What part of your course did you find most valuable and why? IQ 02: Which of your part of the course was most impactful for you
RQ2: What challenges do students face in their experiential learning program?	IQ 03: What were the difficult parts of the course for you? IQ 04: What do you wish the course would have offered?
RQ3: How do the students measure, track and define their own learning success?	IQ 05: How did you define success in the course? IQ 06: How did you measure your development?
RQ4: What recommendations do students have for the design and implementation of experiential learning programs?	IQ 07: What recommendations would you make to those that design experiential learning courses? IQ 08: If you were to take the course again what would you do differently the next time around?

Note. The table identified four research questions and corresponding interview questions. Interview questions were reviewed by a panel of peer-reviewers and expert reviewers.

Peer-review validity. The research questions and corresponding IQs (see Table 2) were reviewed by two doctoral students in the Doctor of Education in Organizational Leadership (EDOL) program at Pepperdine University. These preliminary panel members had completed a several doctoral level courses in data analysis and research methods and were conducting their doctoral dissertations using a similar research methodology in their own research. The doctoral students were provided instructions to assess whether the IQs answered the study’s research

questions (see Appendix E). For each interview question the instructions read as follows: (a) the question is relevant – keep the question as stated, (b) the question is irrelevant – delete the question, (c) modify the question, and (d) recommend an additional interview question.

Expert review validity. In the final step of the process, the preliminary review panel’s conclusions were presented to the dissertation review committee. The recommendations of the preliminary review panel were modified by the dissertation committee. The dissertation committee approved the IQs presented in Table 3.

Table 3

Revised Interview Questions Based on Peer/Expert Reviewer Feedback

Research Questions	Corresponding Interview Questions
RQ1: What strategies and practices did the graduate alumna/alumnus find most helpful to his/her learning?	IQ 01: Think back to your MSML E2C capstone service-learning project. Tell me about the type of consultative services you and your team provided to this organization.
	IQ 02: What was the most meaningful activities/part of your E2C project work and how did it affect you?
	IQ 03: How did that activity relate to what you had learned in the program?
	IQ 04: How did you ensure that you’d get the most value out of this effort outside of meeting the course requirements? What did you do to make sure you learned as much as you possibly could?
	IQ 05: Were there learning strategies that were particularly helpful in preparing you to serve your client organization? Tell me about those strategies.

(continued)

Research Questions	Corresponding Interview Questions
RQ2: What challenges did the graduate alumna/alumnus face during his/her experiential learning capstone project?	<p>IQ 06: Reflecting on your E2C project, what were the difficult parts for you?</p> <p>IQ 07: When considering your experiences during the E2C project, were there gaps in the course offerings that created a challenge?</p> <p>IQ 08: What about your E2C team goals, did you experience challenges to achieving those? Did working with a team present a challenge? Tell me about those challenges.</p>
RQ3: How did the graduate alumna/alumnus describe and define learning success?	<p>IQ 09: From your experience with the E2C project, do you believe you achieved success with the project? Do you feel like you achieved success personally?</p> <p>IQ 10: Tell me how you arrived at defining this success (or lack thereof).</p> <p>IQ 11: Has your learning carried over into your present-day personal life and professional life? In what ways? Describe the impact of the E2C project personally. How has the E2C project impacted your current practice of leadership and management? What is the impact of the E2C project on your ability to lead change?</p>
RQ4: Based on his/her experience, what recommendations do the graduate alumna/alumnus make specific to the design and implementation of future experiential learning projects/programs?	<p>IQ 12: Do you have recommendations to improve the E2C project?</p> <p>IQ 13: What recommendations would you make to those who design and implement such projects/programs?</p> <p>IQ 14: Can you think of ways your E2C project team experience could have been better? Tell me more about this.</p>

Note. The content for this table was added once the researcher has completed the peer/expert review process, incorporating feedback received from reviewers.

Reliability of the instrument. To establish reliability of the instrument, the researcher ensured that all IQs were clear and understandable. Once the validity process was complete, the

researcher conducted a pilot interview with one participants, outside of the selected 15 participants, who met the criteria for participation. At the end of the pilot interview, the researcher requested and incorporated appropriate feedback from the interviewee related to improving the clarity of wording and understandability of the IQs.

Statement of Personal Bias

The researcher is a graduate of the PGBS MSML program from which alumni participants were recruited, which had the potential to pose a bias in the interpretation of the collected data. The researcher's potential biases result from prior experience in the E2C service-learning capstone project. The researcher used bracketing as a method to reduce biases and "to mitigate the potential deleterious effects of unacknowledged preconceptions related to the research and thereby increase the rigor of the project" (Tufford & Newman, 2012, p. 2). The researcher's awareness of this potential bias and the use of prepared IQs mitigated the potential of bias interfering with data gathering. Additionally, a structured approach to coding was used during data analysis.

Data Analysis

Creswell (2014) developed a general six-step process to analyze qualitative research data: (a) organizing and preparing the data, (b) assessing the data, (c) coding the data, (d) generating themes, (e) using narratives and visuals to represent the data, and (f) interpreting the findings in relation to the literature. For a phenomenological study such as this study, Creswell (2013) also offered an approach to analysis and representing the data that he modified from Moustakas (1994), which entails the researcher (a) bracketing her experience of the phenomenon, (b) identifying information categories from significant participant quotes, (c) developing themes, (d)

writing a description of “what” and “how” the participants experienced the phenomenon, and (e) concluding with a summary of findings.

Coding. Coding is an analysis procedure defined by three types: structured, unstructured, and semi-structured. The researcher’s coding process for this study was unstructured because she did not work from a predetermined set of codes or themes, as she would have done in a structured coding or semi-structured coding process. Using unstructured coding, the researcher developed themes from the interpretation of the data (Creswell, 2014). The first step then in interpretive analysis was to conduct open coding of the interview transcripts for categories of information from which larger themes emerged (Creswell, 2013). As noted in the following section, the researcher began this process by reviewing and coding the first three interview transcriptions. For each IQ, the researcher kept in mind that 25-30 category codes represent the ideal range from which five to six themes may emerge (Creswell, 2014). The researcher utilized Microsoft Excel programs to produce tables showing the relationship between individual category codes and corresponding emergent themes. Major themes, descriptions, and sample participant quotes are reported in Chapter 4.

Interrater reliability and validity. According to Marques and McCall (2005), interrater reliability is a method for strengthening the findings of a qualitative study. The process requires a minimum of two experts beyond the researcher to validate the researcher’s coding and themes (Creswell, 2014). The study established interrater reliability using the following process: (a) the researcher began by transcribing, coding and formulating themes for three of the interviews; (b) through a co-reviewer process, the researcher shared the coding and themes from the three interviews, and two co-reviewers determined if they agreed with the findings, and if there was no consensus, expert review from the dissertation committee determined approval; and (c) the

researcher coded and developed themes for the additional interviews and the peer reviewers reviewed to approve the final outcomes, and again if there was no consensus the dissertation committee conducted an expert review for final approval.

Summary

Chapter 3 provided a description of the study's qualitative approach in addressing the proposed research questions and the phenomenological methodology used in the design of the study. The phenomenological approach to qualitative research was determined to be an appropriate approach for this study of students' experiences and perspectives to best capture the shared experience of the graduate alumni. Consistent with the nature of the study and the study's methodology, participants were selected using purposeful sampling techniques. Methods for protecting human subjects were used, as well as data collection procedures involving the conducting of one-on-one interviews using a semi-structured interview protocol. The interview instrument was tested for validity and reliability. A draft of initial interview questions was developed and validated through prima facie validation, peer review, and expert review, and the final interview questions were approved by the dissertation committee. The collected data were further validated through interrater and expert review. The findings are presented in Chapter 4.

Chapter 4: Findings

The Master of Science in Management and Leadership (MSML) Education to Community (E2C) service-learning capstone project extends through two terms and is intended to give graduate business students an opportunity to consult and lead strategic change projects. The course is designed to teach students how to lead change through a process of action research, transformational learning, and collaborative mentoring. As the instructional design of the program guides, the three components necessary to sufficiently learn how to lead change are through the examination of theory, experiential learning, and faculty-to-student and peer-to-peer mentoring. The integrated approach to teaching provides a collaborative, positive, and forward-looking shift from traditional teaching methods and offers students a pathway for leading and facilitating change.

Over the course of the program's 10-year existence, over 200 students have completed 57 E2C service-learning capstone projects, collaborating with over 55 different local non-profit organizations and one for-profit organization. The projects span the gamut of focus areas, including youth, women, homelessness, fair trade, animal rights, etc., throughout the Los Angeles and Orange County regions. Contributing to this history of success, MSML program designers recognize that research literature indicates that program designers often design, assess, and implement programs without consistently incorporating the student perspective (Brooman et al., 2015; Caspersz & Olaru, 2017; Fishman, 2014). Therefore, MSML program designers are continually seeking ways to develop, expand, and improve the program through surveys, focus groups, and one-on-one meetings with current students and graduate alumni. This study contributes to MSML program designers' efforts to consider graduate alumni perspectives related to the program and the E2C service-learning capstone project.

As such, the purpose of this qualitative phenomenological study was to describe the impact of experiential learning from the perspectives of Pepperdine Graziadio graduate alumni who completed the MSML E2C service-learning capstone project. The central research question providing guidance for this study was, “How do graduate alumni of Pepperdine Graziadio Business School describe the impact of experiential learning as experienced in the MSML service-learning capstone project?” To answer this central question, four research questions were addressed to guide this study. The four research questions were as follows:

1. What strategies and practices did the graduate alumna/alumnus find most helpful to his/her learning?
2. What challenges did the graduate alumna/alumnus face during his/her experiential learning capstone project?
3. How did the graduate alumna/alumnus describe and define learning success?
4. Based on his/her experience, what recommendations do the graduate alumna/alumnus make specific to the design and implementation of future experiential learning projects/programs?

To answer these four research questions, 14 interview questions (IQs) were drafted and reviewed by a panel of two doctoral candidates and three experts. The interview questions were also piloted to confirm reliability and validity prior to conducting interviews. Once finalized, the questions were used to interview 16 graduate alumni who participated in the study. The first question was of an introductory nature and, therefore, was not analyzed. The IQs were as follows:

1. Think back to your MSML E2C capstone service-learning project. Tell me about the type of consultative services you and your team provided to this organization.

2. What was the most meaningful activities/part of your E2C project work and how did it affect you?
3. How did that activity relate to what you had learned in the program?
4. How did you ensure that you'd get the most value out of this effort outside of meeting the course requirements? What did you do to make sure you learned as much as you possibly could?
5. Were there learning strategies that were particularly helpful in preparing you to serve your client organization? Tell me about those strategies.
6. Reflecting on your E2C project, what were the difficult parts for you?
7. When considering your experiences during the E2C project, were there gaps in the course offerings that created a challenge?
8. What about your E2C team goals, did you experience challenges to achieving those? Did working with a team present a challenge? Tell me about those challenges.
9. From your experience with the E2C project, do you believe you achieved success with the project? Do you feel like you achieved success personally?
10. Tell me how you arrived at defining this success (or lack thereof).
11. Has your learning carried over into your present-day personal life and professional life? In what ways? Describe the impact of the E2C project personally. How has the E2C project impacted your current practice of leadership and management? What is the impact of the E2C project on your ability to lead change?
12. Do you have recommendations to improve the E2C project?
13. What recommendations would you make to those who design and implement such projects/programs?

14. Can you think of ways your E2C project team experience could have been better?

Tell me more about this.

The study's findings can be valuable for understanding graduate alumni perspectives of the E2C service-learning capstone experience and may influence ongoing program development. The following sections report the research findings of the study, as well as a description of the participants and a description of the data collection process. Further, the data analysis process and themes that emerged from the semi-structured interviews are presented.

Participants

In qualitative research, a saturation point sets the number of participants needed to be engaged the study (Richards & Morse, 2013). Typically, saturation is reached when no new information surfaces from the interviews (Chowdhury, 2015). For the purposes of this phenomenological study, 16 graduate alumni participated in this study and saturation was met at the 11th interview. Twelve (75%) of the participants identified as women and four (25%) which mirrored the population of the program. All participants had received a Master of Science in Management degree from PGBS as their highest level of education. At the time of the interview, one participant was in the process of pursuing a doctoral degree in organizational leadership.

Data Collection

Participant recruitment began on the evening of February 25, 2018 when Dr. Bernice Ledbetter, MSML academic director, sent an email to E2C graduate alumni to notify them of the study and verify email addresses. Next, the researcher sent a participant recruitment email (see Appendix C) to those graduate alumni who responded to Dr. Ledbetter's initial email expressing interest in participating in the study. In the recruitment email, a link was included so those interested in participating in the study could provide contact information and schedule an

appointment time via Calendly.com. Additionally, participants could access the study’s informed consent form and the interview questions.

Data collection began on February 28, 2018 and concluded on March 7, 2018. Participant selection criteria were extended to include graduate alumni from 2009-2017. Recruitment, interview scheduling, and the conducting of participant interviews took place within a 10-day timeframe. Twenty-five graduate alumni expressed interest in participating, and 16 persons who were available during the interview timeframe were interviewed (see Table 4).

Table 4

Participant Interview Dates

Participant	Interview Date
Participant 1 (P1)	February 28, 2018 2:00 PM
Participant 2 (P2)	March 1, 2018 12:00 PM
Participant 3 (P3)	March 2, 2018 3:00 PM
Participant 4 (P4)	March 3, 2018 10:00 AM
Participant 5 (P5)	March 4, 2018 2:00 PM
Participant 6 (P6)	March 5, 2018 6:00 AM
Participant 7 (P7)	March 5, 2018 1:00 PM
Participant 8 (P8)	March 5, 2018 6:00 PM
Participant 9 (P9)	March 6, 2018 7:00 AM
Participant 10 (P10)	March 6, 2018 11:00 AM
Participant 11 (P11)	March 6, 2018 4:00 PM
Participant 12 (P12)	March 6, 2018 7:00 PM
Participant 13 (P13)	March 7, 2018 12:00 PM
Participant 14 (P14)	March 7, 2018 4:00 PM
Participant 15 (P15)	March 7, 2018 6:00 PM
Participant 16 (P16)	March 7, 2018 7:00 PM

The first of 16 interviews took place in person and the following interviews took place by phone. The in-person interview was recorded using a Sony recorder and a hard copy of the informed consent form was signed in person. The participants interviewed by phone were provided an e-signature informed consent form and provided a call-in number. The phone interviews were recorded through the phone recording service FreeConferenceCall.com. During

the interviews, four participants offered to provide additional materials and website links for inclusion in the data collection process. Interviews were conducted between 6 a.m. and 7 p.m. (Pacific Standard Time) and were recorded in one sitting. The shortest interview was 38 minutes and the longest was one hour and four minutes. There was an issue with the audio recording of Participant 13 that prevented use of the interview in the research findings. Table 4 represents the date and time of each interview. The recordings were transcribed by a transcriptionist between February 28, 2018 and March 12, 2018. Once transcription was completed, data analysis began.

Data Analysis

The goal of the data analysis in this study was to describe the impact of experiential learning from the perspectives of Pepperdine Graziadio graduate alumni who completed the E2C service-learning capstone project. The analysis process began with listening to the audio recordings, reading/re-reading the transcripts three to five times, and making analytic memos (Guest, MacQueen, & Namey, 2012). During this first phase of the analytic process, initial open coding, information categories began to emerge from the raw transcribed dataset. In keeping with open-coding techniques, which involved line-by-line coding of the transcripts, there were instances where participants' quotations were used as information codes (Kuckartz & McWhertor, 2014). To arrive at information categories, common ideas, phrases, and terms were grouped together and then edited and narrowed. This iterative process resulted in a list of 34 initial category codes of information.

To organize the category codes of information, a Microsoft Excel workbook was created with 15 tabs, one for each participant, along with a category code key tab and a tab that merged the category counts for each participant into sum totals. The Excel spreadsheet was used to

generate a listing of category codes of information, which was sorted by total number of occurrences (see Table 5).

Table 5

Category Codes for Research Questions 1-4

RQ	IQ	Category	Occurrences
RQ1	IQ01	01: Making a difference in the community	10
RQ1	IQ01	02: Making connections with academic people	15
RQ1	IQ01	31: Making connections with the community	12
RQ1	IQ02	03: Leadership theory and practice	12
RQ1	IQ03	04: Identified and adopted team role	15
RQ1	IQ03	05: Utilizing course resources	14
RQ1	IQ04	07: Leading with questions and listening to clients	12
RQ1	IQ04	06: Reviewing and brainstorming course content	10
RQ1	IQ04	15: Collaborating with project data	14
RQ1	IQ04	20: Interacting with project data	14
RQ2	IQ05	08: Differences in team approach	7
RQ2	IQ05	09: Sense of lack of success with client implementation	6
RQ2	IQ06	26: Pleased, no perceived gaps in course offerings	3
RQ2	IQ07	11: Lack of team communication and accountability	5
RQ2	IQ07	12: Multicultural/multigenerational teamwork differences	7
RQ3	IQ08	13. Sense of overall project success	14
RQ3	IQ08	14. Sense of personal success	14
RQ3	IQ09	16: Contributing to the community	10
RQ3	IQ09	17: Sense of personal and professional development	13
RQ3	IQ09	18. Positive collaboration with client	12
RQ3	IQ09	19. Sense that client was satisfied with deliverables	11
RQ3	IQ10	21. Learned how to lead teams, people, change	8
RQ3	IQ10	22. Developed lasting friendships	9
RQ3	IQ10	23. Gained confidence	12
RQ3	IQ10	28: Learnings contributed to professional advancement/opportunities	9
RQ3	IQ10	29: Developed an expression of leadership	11
RQ3	IQ10	30: Having a toolkit to reach back to	4
RQ4	IQ11	32: Pleased, wouldn't change anything to improve E2C	3
RQ4	IQ11	24: Develop student and mentor relationship dynamics	7
RQ4	IQ11	25: Improve process for selecting non-profits	6
RQ4	IQ11	33: Pleased, wouldn't change anything to improve MSML	4
RQ4	IQ12	27: Offer non-profit sector courses	4
RQ4	IQ13	10: Help with facilitating team dynamics	5
RQ4	IQ13	34: Pleased, wouldn't change anything to improve the team experience	6

Data Display

The structure of the four research questions and the corresponding interview questions helped to organize both the category codes of information categories and themes that emerged

from the second phase of analysis, thematic analysis. During the thematic analysis process, the researcher examined both the frequency of occurrence of individual information categories and the quality of participant utterances, searching for commonalities among the 34 information categories in terms of perceptions, beliefs, motives, expressions, experiences, intentions, and meanings (Guest et al., 2012; Saldana, 2013) related to the study's four research questions. Six themes emerged from analysis of the 34 category codes of information that were related to 318 key phrases, viewpoints, or responses. The six themes were as follows: (a) Utilizing MSML program resources, (b) academic collaboration, (c) community partner collaboration, (d) academic/community partner collaboration challenges, (e) alumna/alumnus accomplishments/benefits, and (f) suggestions for improving MSML program resources/E2C project processes.

Interrater Review Process

To check the relationships between the information category and to ensure themes aligned and were relevant to the study's central research question and guiding sub-questions, the researcher used a multi-step interrater process. After the first three interviews were transcribed and coded for categories of information, doctoral students and an expert trained in adult education and qualitative research reviewed the coding results. Suggestions on naming conventions for each of the information categories and themes were discussed and a list of emergent codes was developed along with content descriptions (Saldana, 2013). The agreed upon code list was utilized to code the remaining 12 interview transcripts. To ensure participants' confidentiality, the data were displayed using pseudonyms represented by the letter "P" and the corresponding participant number. Table 6 presents the information categories associated with each of the 6 themes.

Table 6

Themes and Categories for Research Questions 1-4

Themes/Categories	Occurrences
Utilizing MSML program resources	26
03: Leadership theory and practice	12
05: Utilizing course resources	14
Academic Collaboration	54
02: Making connections with academic people	15
04: Identified and adopted team role	15
06: Reviewing and brainstorming course content	10
20: Interacting with project data	14
Community Partner Collaboration	48
01: Making a difference in the community	10
31: Making connections with the community	12
07: Leading with questions and listening to clients	12
15: Collaborating with project data	14
Academic/Community Partner Collaboration Challenges	28
08: Differences in team approach	7
09: Sense of lack of success with client implementation	6
11: Lack of team communication and accountability	5
12: Multicultural/multigenerational teamwork differences	7
26: Pleased, no perceived gaps in course offerings	3
Alumna/Alumnus Accomplishments/Benefits	127
13: Sense of overall project success	14
14: Sense of personal success	14
16: Contributing to the community	10
17: Sense of personal/professional development	13
18: Positive collaboration with client	12
19: Sense that client was satisfied with deliverables	11
21: Learned how to lead teams, people, change	8
22: Developed lasting friendships	9
23: Gained confidence	12
28: Learnings contributed to professional advancement/opportunities	9
29: Developed an expression of leadership	11
30: Having a toolkit to reach back to	4
Suggestions for Improving MSML Program/E2C Project Processes	35
10: Help with facilitating team dynamics	5
24: Develop student and mentor relationship dynamics	7
25: Improve process for selecting non-profits	6
27: Offer non-profit sector courses	4
32: Pleased, wouldn't change anything to improve E2C	3
33: Pleased, wouldn't change anything to improve MSML	4
34: Pleased, wouldn't change anything to improve the team experience	6

Research Question 1

The first research question asked, “What strategies and practices did the graduate alumna/alumnus find most helpful to his/her learning?” This question was answered through the collective participant responses to the following four interview questions (IQs):

1. What was the most meaningful activities/part of your E2C project work and how did it affect you?
2. How did that activity relate to what you had learned in the program?
3. How did you ensure that you’d get the most value out of this effort outside of meeting the course requirements? What did you do to make sure you learned as much as you possibly could?
4. Were there learning strategies that were particularly helpful in preparing you to serve your client organization? Tell me about those strategies.

Table 7 includes the findings of the information categories that covered each of the themes. Data are sorted by the number of occurrences of key phrases, viewpoints, or responses, and organized by IQ.

Table 7

Research Question 1: Theme/Category Occurrences

Themes/Categories	IQ #1	IQ #2	IQ #3	IQ #4	Total
Utilizing MSML Program Resources	0	12	14	0	26
03: Leadership theory and practice	0	12	0	0	12
05: Utilizing course resources	0	0	14	0	14
Academic Collaboration	15	0	15	24	54
02: Making connections with academic people	15	0	0	0	15
04: Identified and adopted team role	0	0	15	0	15
06: Reviewing and brainstorming course content	0	0	0	10	10
20: Interacting with project data	0	0	0	14	14
Community Partner Collaboration	22	0	0	26	48
01: Making a difference in the community	10	0	0	0	10
31: Making connections with the community	12	0	0	0	12
07: Leading with questions and listening to clients	0	0	0	12	12
15: Collaborating with project data	0	0	0	14	14

As Table 7 indicates, in response to research question 1, the strategies and practices graduate alumni found most helpful to their learning, in a snapshot, related to 128 information categories that were sorted by the number of occurrences of key phrases, viewpoints, or responses. These information categories include: (a) leadership theory and practice with 12 occurrences, (b) utilizing course resources with 14 occurrences, (c) making connections with academic people with 15 occurrences, (d) identifying and adopting a team role with 15 occurrences, (e) reviewing and brainstorming course content with 10 occurrences, (f) interacting with project data with 14 occurrences, (g) making a difference in the community with 10 occurrences, (h) making connections with the community with 12 occurrences, (i) leading with questions and listening to clients with 12 occurrences, and (j) collaborating with project data with 14 occurrences. These 10 information categories corresponded with the three themes: (a) Utilizing MSML program resources with a total of 26 occurrences, (b) academic collaboration with a total of 54 occurrences, and (c) community partner collaboration with a total of 48 occurrences. To thoroughly answer research question 1, a detailed analysis was taken into the responses to IQs 1-4. The key findings were organized by IQ. Multiple IQs share recurring themes.

Interview question 1. What was the most meaningful activities/part of your E2C project work and how did it affect you? Based on participants' responses to IQ 1, the three most frequent information categories of key phrases, viewpoints and responses that emerged from this question were: (a) making a difference in the community, (b) making connections with the community, and (c) making a connection with academic people. Each of the aforementioned information categories was further combined into the themes of (a) academic collaboration, and (b) community partner collaboration.

Academic collaboration. Altogether, the key phrases, viewpoints, and responses shared by interviewee participants were described as making difference in the community, making connections with the community, and making connections with academic people. Although interviewee participants agreed that both academic collaboration and community partner collaboration contributed meaning to their E2C experience, the theme of academic collaboration was identified as number one most meaningful part of the E2C experience. Of 128 information categories that related to research question 1, there were 54 (42%) occurrences of key phrases, viewpoints, or responses that directly or indirectly related to academic collaboration.

A description of the information category of making connections with academic people includes: building relationships and learning from teammates, professors, and mentors, as well as giving and receiving feedback. P2 described her experience of making a connection with academic people thusly:

I thought it was just so great to be in a group full of people who get it. They get the gaps that exist in the workplace or they themselves are leaders in their own personal lives or are sisters, brothers, husbands, wives, mothers, fathers, or trying to be a good friend, like, with a community member and they all want to be there to learn how to make things right and better for people but not in a way where none of us were egotistical. In a way, we're catalysts for change and that was something that I'm so in awe of because, wow, I got to work with these amazing people from lots of different backgrounds to try to make an impact on our community. (P2)

P10 affirmed,

We learn from the experiences of older workforce and also the ambition, the talent, the skills of the new generation with their knowledge of technology and all that. So, bridging the gap and creating high performing teams, that was one of the major things that I learned working in this team on this project also. (P10)

In another way, P8 expressed,

We had fun, too, we never had a meeting without snacks. We had snacks and candy and food at every meeting, and that became kind of our thing, you know, like we always ate together and I think that also made it important. We never dove right into the content. We got to know each other as people and made sure we did some check-ins personally which

is something I do now, as well, and I just I definitely saw the value of that in this project and that's carried over professionally, as well. (P8)

Further, P11, noted,

I think I learned not just through the process I guess through the entire course but I definitely saw more of it there [in the course] just the importance of feedback because I feel like, you know, anecdotally I know feedback is good but, putting that into action and thinking about it constantly and making sure that you do it is something that I learned a little bit more and I would definitely had a heightened awareness of it because you don't know how people feel if you don't ask them so making sure that that's something that I actively did throughout the project I think was key especially in making sure that we all go along and there was not confusion and communication was a lot more effective. I think that was a key factor. (P11)

Community partner collaboration. After the theme of academic collaboration, 48 (38%) occurrences of key phrases, viewpoints, or responses directly or indirectly, related to the theme of community partner collaboration. A description of the information category making connections with the community includes: building relationships and collaborating with clients, giving and receiving feedback, and seeing the passion they have for their work. For example, P8 shared,

Something that I'm proud to say that our group did very well was not telling our client, so, just saying, you know, this is what we're seeing in the data, [but asking] what do you think, what does that say about to you in the data? And guiding them, but having them come up with their recommendations. We worked together on cracking some ideas on what would that activity look like? So, we were very collaborative in our approach. (P8)

In the same way, P12 shared, "It was kind of like seeing everything we talked about come to life because we didn't tell them what to do. They came up with it on their own. We just gave them the tools" (P12).

Related to making a difference in the community, P5 expressed that contributing to the community meant:

being able to contribute to society or, you know, our county in a way where you can actually apply what you're learning and what you're good at and that's [understanding] management styles and leadership and being able to work with others. (P5)

P8 identified meaning in the work “just knowing that we were helping another organization resolve issues that could have been plaguing them for a long time” (P8). P16 shared, “I mean truly being a service to this beautiful non-profit that is doing such amazing things and so I think the most impactful thing that we did was really respond to the true need” (P16). P11 further noted, “there is value in actually being able to talk to somebody and kind of get feedback in that way also” (P11). P5, “it did feel good to receive some of that feedback saying, ‘hey, you know we all learned so much. We all benefitted’. And some of them said, ‘Hey, what you guys did wasn’t easy’” (P5). P7, “we got a lot of great feedback from folks” (P7).

Interview question 2. How did that activity relate to what you had learned in the program? Based on participants’ responses to IQ 2, leadership theory and practice was the most common information category. This information category was included within the theme of utilizing MSML program resources.

Utilizing MSML program resources. Of the 128 information categories that related to research question 1, the theme of utilizing MSML program resources was highlighted with a total of 26 (20%) occurrences of key phrases, viewpoints, or responses that directly or indirectly related to the theme. A description of the associated information categories includes: graduate alumni ability to relate back to learning about leadership theory practice for example learnings related to team dynamics or team process. P15 described,

We learned a great deal about leadership styles and how to recognize what be a hindrance, what could be a blessing for a team, how team dynamics worked, you know, we had a lot of workshops on that and being on the right team and what that looks like. I also think what I took from some of the previous classes with the MSML was making sure people are in their right positions for what they do. So, every class you take away something and implement it in this project. Everything was fluid from what we learned to how we gathered our data from the lectures, our case studies, everything kind of flowed into that project. It just was seamless. (P15)

Interview question 3. How did you ensure that you would get the most value out of this effort outside of meeting the course requirements? What did you do to make sure you learned as much as you possibly could? Based on participants' responses to IQ 3, (a) identified and adopted team role and (b) utilizing course resources were the most common information categories. These information categories merged in the themes of (a) academic collaboration and (b) utilizing MSML program resources.

Academic collaboration. Related to identifying and adopting a team role, P4 noted, "Everybody found their niche" (P4) and P14, "We had our sections and our jobs" (P14). P3 shared,

We all definitely had a lot of qualities and strength and I think one of the things that we did was just daily affirmations and kind of acknowledging our teammates. I think that one of the maybe what I probably brought to the table was...organization. (P3)

P9, shared, from her perspective "it was just [about] collaboratively talking it through and then using our own past experience (P9).

Utilizing MSML program resources. A description of utilizing course resources includes: working with people, such as the professor, teammates, and working curriculum like *Humble Inquiry* or *Flawless Consulting*, etc. For example, related to curriculum resources, P11 shared, "There was some reading that I thought was that is very important to this work, the Block text [*Flawless Consulting*] specifically I think is really helpful going into this experience" (P11). P16 shared,

To prepare we followed Dr. Ledbetter very closely. She equipped us with a book called *Flawless Consulting* and various articles, as well, but the *Flawless Consulting* book I felt was kind of like our framework that we followed. Then there was another book...called *Humble Inquiry* and it taught us how to ask questions. (P16)

Related to people resources, P14 shared, "Dr. Ledbetter really was our driving force. She would make us think the thought" (P14). P3 stated,

Having someone like Dr. Ledbetter who, as you know, is very knowledgeable in her field and has a great deal of experience to add instant credibility was really important. What was the best part of the experience. I think that it was and Dr. Ledbetter really went above and beyond to help and I don't know if you get that kind of support anywhere else. (P3)

Interview question 4. Were there learning strategies that were particularly helpful in preparing you to serve your client organization? Tell me about those strategies. Based on participants' responses to IQ 4, (a) reviewing and brainstorming course content, (b) leading with questions and listening to clients, (c) interacting with project data, and (d) interacting with project data were the most common information categories. These categories merged into the themes of (a) academic collaboration, and (b) community partner collaboration.

Academic collaboration. A description of the information category of reviewing and brainstorming course content includes interactions with teammates and the professor; e.g. class discussions, and lecture materials. For example, P9 shared,

I'm pretty organized so I think I just went back to notes. We probably thought, okay, we have a change issue here. Okay, I'm going to go back to my change class and look through all my notes or my papers and try to remind my long-term memory to bring something back into short term memory of how to use it. So, going back to old classes, topics that seemed relevant. (P9)

A description of the information category of interacting with project data includes: data collection, analysis, and review. For example, P8 recalled, "In Dr. Ledbetter's words 'everything is data'" (P8)! Relating to collecting project data, P6 shared,

We met with their board to see how the board operated and what they did and how they spoke about volunteers, what they said how they viewed the volunteers. We did two focus groups where we met with the volunteers who were there and then we did observations in the store. We also did a survey of anyone who had been on their volunteer mailing list. (P6)

P7, noted his experience, "As a team discussing, going through the data, looking at the presenting problem and then really figuring out what we felt the deeper issue was and how would we recommend something for them to be able to address that deeper issues" (P7).

Community partner collaboration. Related to the information category of leading with questions and listening to clients, P6 shared, “We knew the answers would lie within the volunteers so we just found ways to be with them and to get questions to them and answers back from them” (P6). P3 noted,

I think the core was using the humble inquiry methodology to just keep asking questions believing that the process will work. You just need to ask enough questions to get to what might be what you may diagnose as the problem but without asking enough questions, you never know which really does translate in and out of the classroom. If there’s something you don’t know, you use, you know, this humble inquiry approach and you just keep asking questions until you get to it. (P3)

A description of collaborating with the project data includes: the reviewing of data with the client and providing recommendations to the client and collaborating on next steps. For example, P11 shared, “We gathered that and kind of synthesized it [the data] as a group, we went back with them and kind of did a bit of a brainstorming activity” (P11). P8, explained collaborating as including “that third layer of Block [*Flawless Consulting*] of how am I contributing to the problem? So, we went a little deeper with her, she was very open and honest, as everyone was during the data collection” (P8).

Research question 1 summary. What strategies and practices did the graduate alumna/alumnus find most helpful to his/her learning? As summarized in Table 8 the three themes that relate to research question 1 are: academic collaboration, community partner collaboration, and utilizing MSML program resources. Graduate alumni described meaningful activities of the E2C service-learning capstone project as making a difference in the community, making connections with academic people (including learning from teammates and the professor), as well as making a connection with clients from different backgrounds. The learning outcomes included a demonstration of knowledge of theories and critical thinking skills, putting leadership principles into practice, and successfully integrating change management strategies.

Strategies or approaches to learning how lead a change initiative included utilizing course resources, such as taking the theory and applying it or identifying and adopting a team role.

The strategies graduate alumni expressed as most helpful in their learning how to lead a change initiative included reviewing and brainstorming course materials using the professor as a resource, developing relationships with teammates, and working with the project data. Practices included using the principles from the course materials described, including inquiry and collaborative based approaches such as leading with questions and listening, hearing the presenting problem and understanding how to redefine the problem, and collaborating with the client. Using the professor as a resource included her attendance at in-person meetings with the clients and being available to students to help guide the process. Developing relationships with teammates included taking time to develop relationships by checking in with each other at the beginning of each meeting, and meeting in person when possible.

Table 8

Summary of Themes/Categories for Research Question 1

Themes/Categories	Occurrences
Utilizing MSML program resources	26
03: Leadership theory and practice	12
05: Utilizing course resources	14
Academic Collaboration	54
02: Making connections with academic people	15
04: Identified and adopted team role	15
06: Reviewing and brainstorming course content	10
20: Interacting with project data	14
Community Partner Collaboration	48
01: Making a difference in the community	10
31: Making connections with the community	12
07: Leading with questions and listening to clients	12
15: Collaborating with project data	14

Research Question 2

The second research question asked, “What challenges did the graduate alumna/alumnus face during his/her experiential learning capstone project?” To answer this second research question, three questions were asked of participants to better understand the obstacles they faced.

5. Reflecting on your E2C project, what were the difficult parts for you?
6. When considering your experiences during the E2C project, were there gaps in the course offerings that created a challenge?
7. What about your E2C team goals, did you experience challenges to achieving those?

Did working with a team present a challenge? Tell me about those challenges.

Table 9 includes the findings of information categories that comprised each of the themes. Data are sorted by the number of occurrences of key phrases, viewpoints, or responses, and organized by IQ.

Table 9

Research Question 2: Theme/Category Occurrences

Themes/Categories	IQ #5	IQ #6	IQ #7	Total
Academic/community Partner Collaboration Challenges	13	0	12	25
08: Differences in team approach	7	0	0	7
09: Sense of lack of success with client implementation	6	0	0	6
11: Lack of team communication and accountability	0	0	5	5
12: Multicultural/multigenerational teamwork differences	0	0	7	7
Suggestions for Improving MSML Program/E2C Project Processes	0	3	0	3
26: Pleased, no perceived gaps in course offerings	0	3	0	3

As Table 9 indicates, in response to research question 2, the challenges graduate alumni faced related to five information categories that were sorted by the number of occurrences of key phrases, viewpoints, or responses. This information included: (a) differences in team approach

with 7 occurrences, (b) sense of lack of success with client implementation with 6 occurrences, (c) lack of team communication and accountability with 5 occurrences, (d) multicultural/multigenerational teamwork differences with 7 occurrences, and (e) no perceived gaps in course offerings with 3 occurrences. The information categories corresponded to the themes: (a) academic/community partner collaboration challenges with a total of 25 occurrences, and (b) suggestions for improving the MSML Program/E2C project processes with a total of 3 occurrences.

Interview question 5. Reflecting on your E2C project, what were the difficult parts for you? Based on participants' responses to IQ 5, the two most frequent categories of information were: (a) differences in team approach and (b) sense of lack of success with client implementation. These categories codes merged into the theme of academic/community partner collaboration challenges.

Academic/community partner collaboration challenges. The theme academic/community partner collaboration challenges were identified as the most difficult part of the E2C experience. Of 28 information categories that related to research question 2, there were 25 (90%) occurrences of key phrases, viewpoints, or responses that directly or indirectly related to academic/community partner collaboration challenges. Altogether, this means interviewee participants used to described their challenges in terms of differences in team approach and in a sense of lack of success with client implementation.

Related to differences in team approach, P14 shared,

The detriment was that we came from three different places and the asset is we came from three different places. So, it was style, you know, we have three different personalities so some of the styles would clash at times. (P14)

Related to the sense of lack of success with client implementation, P11 described, "I guess they didn't feel like they had the luxury to put everything into place" (P11). P3 said, "I would have

loved to see, you know, some of the ideas that we had proposed be implemented but they weren't" (P3). Similarly, P1, noted experiencing two sides to the client interaction, "Even just wanting to participate and then the resistance to the results" (P1).

Interview question 6. When considering your experiences during the E2C project, were there gaps in the course offerings that created a challenge? Based on participants' responses to IQ 6, the most common information category was that there were no perceived gaps in course offerings process, which merged into the theme of suggestions to improve the MSML program E2C project.

Suggestions to improve the MSML program/E2C project processes. Of 28 information categories, there were three (10%) occurrences of key phrases, viewpoints, or responses that directly or indirectly related to suggestions to improve the MSML program/E2C project when related to IQ 6. For example, when asked if there were any gaps in course offerings, P5 shared, "No...it was the perfect program for what I was doing pretty much at the time and now" (P5).

Interview question 7. What about your E2C team goals, did you experience challenges to achieving those? Did working with a team present a challenge? Tell me about those challenges. Based on participants' responses to IQ 7, the most common information categories were: (a) lack of team communication and accountability and (b) multicultural/multigenerational teamwork differences that merged into the theme of academic/community partner collaboration challenges.

Academic/community partner collaboration challenges. Academic/community partner collaboration challenges was identified as the number one challenge related to graduate alumni achieving their team goals. Related to lack of team communication and accountability, P7 noted,

“We worked exceptionally well together but we still faced challenges” (P7). P14 shared, “I think communication in all group settings is always there’s a little bit lacking” (P14). P12 expressed,

Although we tried our best to be very good at communication, there was a particular team member who just kind of never would agree but would never retain the agreement and they would always kind of go off and do their own thing. (P12)

P9 noted team dynamic issues related to a team member “who didn’t ever execute on their commitments of when they were going to have something done” (P9).

Related to multicultural/multigenerational teamwork differences, participant interviewees noted both sides to the challenges associated with working with diversity. P10 shared, “I was in my fifties. One of other student was just fresh out of high school in her early twenties and very, very outgoing...I’m an introvert...and it was a challenge...we created such a good friendship at the end of the project. Working with multigenerational, multicultural teams, we learned so much from one another” (P10). Similarly, P8 shared, “We had our age difference in our team was over 15 years...don’t know how conscious we were, but the diversity in our team made us so much stronger” (P8).

Research question 2 summary. The second research question asked, “What challenges did the graduate alumna/alumnus face during his/her experiential learning capstone project?” As summarized in Table 10, themes academic/community partner collaboration challenges and suggestions to improve the MSML program/E2C project related to research question 2. Although all participants (100%) reported that any challenges experienced did not affect the achievement their team goal and if anything, only served to strengthen their leadership capabilities, graduate alumni faced several challenges during their E2C service-learning capstone project. The challenges a percentage of the graduate alumni described came from strained team dynamics during the process that stemmed from working in with culturally diverse and multigenerational

teams in addition to at times lack of team accountability and communication. Challenges at the beginning of the term stemmed from the short time frame of being able to their find non-profits. A challenge that emerged at the end of the term was the sense of not knowing whether the client would implement the change recommendations. Challenges that were expressed related to team dynamics included lack of understanding how to deal with expectations related to team accountability issues, communication issues, multicultural and multigenerational differences, and balancing the various levels of teammates’ experience and understanding of the project work.

Table 10

Summary of Themes/Categories for Research Question 2

Themes/Categories	Occurrences
Academic/community Partner Collaboration Challenges	25
08: Differences in team approach	7
09: Sense of lack of success with client implementation	6
11: Lack of team communication and accountability	5
12: Multicultural/multigenerational teamwork differences	7
Suggestions for Improving MSML Program/E2C Project Processes	3
26: Pleased, no perceived gaps in course offerings	3

Research Question 3

The third research question asked, “How did the graduate alumna/alumnus describe and define learning success?” To answer the third research question, qualitative data from the following IQs were analyzed:

8. From your experience with the E2C project, do you believe you achieved success with the project? Do you feel like you achieved success personally?
9. Tell me how you arrived at defining this success (or lack thereof).
10. Has your learning carried over into your present-day personal life and professional life? In what ways? Describe the impact of the E2C project personally. How has the

E2C project impacted your current practice of leadership and management? What is the impact of the E2C project on your ability to lead change?

Table 11 includes the findings of the specific categories that made up each of the themes. Data are sorted by the number of occurrences of key phrases, viewpoints, or responses, and organized by IQ.

Table 11

Research Question 3: Theme/Category Occurrences

Themes/Categories	IQ #8	IQ #9	IQ #10	Total
Alumna/Alumnus Accomplishments/Benefits	28	46	53	127
13. Sense of overall project success	14	0	0	14
14. Sense of personal success	14	0	0	14
16: Contributing to the community	0	10	0	10
17: Sense of personal/professional development	0	13	0	13
18. Positive collaboration with client	0	12	0	12
19. Sense that client was satisfied with deliverables	0	11	0	12
21. Learned how to lead teams, people, change	0	0	8	8
22. Developed lasting friendships	0	0	9	9
23. Gained confidence	0	0	12	12
28: Learnings contributed to professional advancement/opportunities	0	0	9	9
29: Developed an expression of leadership	0	0	11	11
30: Having a toolkit to reach back to	0	0	4	4

As Table 11 indicates, in response to research question 3, success was defined and described, in a snapshot, in relation to 12 category codes which were sorted by the number of occurrences of key phrases, viewpoints, or responses. The category codes included: (a) sense of overall project success with 14 occurrences, (b) sense of personal success with 14 occurrences, (c) contributing to the community with 10 occurrences, (e) sense of personal/professional development with 13 occurrences, (f) positive collaboration with client, with 11 occurrences, (g) sense that the client was satisfied with the deliverables with 12 occurrences, (h) learned how to lead teams, people, change with 8 occurrences, (i) developed lasting friendships with 9 occurrences, (j) gained confidence with 12 occurrences, (k) learnings contributed to

professional advancement/opportunities with 9 occurrences, (l) developed an expression of leadership with 11 occurrences, and (m) having a toolkit to reach back to with 4 occurrences. These 12 information categories merged into the theme of alumna/alumnus accomplishments/benefits with a total of 127 occurrences.

Interview question 8. From your experience with the E2C project, do you believe you achieved success with the project? Do you feel like you achieved success personally? Based on participants' responses to IQ 8, the two most frequent information categories that emerged were (a) sense of overall project success, and (b) sense of personal success. These categories of information merged into the theme of alumna/alumnus accomplishments benefits.

Alumna/alumnus accomplishments benefits. The theme alumna/alumnus accomplishments benefits were identified as a way for participants to express a sense of personal and overall success. Of 127 information categories related to research question 1, there were 127 (100%) occurrences of key phrases, viewpoints, or responses that directly or indirectly related to accomplishments and benefits.

Related to a sense of overall project success, as an example P11 shared, "I think that our final product was really good, and feedback and praise and everything that we got was fairly impressive so I think that once it came down to the end of it, everything turned out very well" (P11). P10 shared, "personally I think it really was a successful experience for me" (P10). Similarly, P7 noted,

Absolutely. This was something that I'm extremely proud of. I still am and even just talking about it now, it's bringing up great memories and firing me up just thinking about how great that process was not just because of the impact we got to make on the community or an organization but, because we were really getting a lot out of it personally. (P7)

Interview question 9. Tell me how you arrived at defining this success (or lack thereof). Category codes related were: (a) contributing to the community, (b) sense of personal and

professional development, (c) positive collaboration with client, and (d) sense that client was satisfied with deliverables.

Alumna/alumnus accomplishments benefits. Related to contributing to the community, P5 described success as knowing he made a difference, as he shared, “I can for sure say that we did make a change in that organization no matter what for the positive” (P5). P9 noted, “It opened our eyes to serving and it opened our eyes to serving in that moment and in our future lives of what serving is” (P9). P7 described success as “putting our hands to the plow and actually practicing what we were learning about” (P7).

Related to a sense of personal and professional development, P8 noted,

It was the realization the day that I did realize to trust the process because I do use that a lot personally and professionally now, that we don’t always see where we’re going. We can’t always see the end. But when you’re following something that is, like, a methodology or a process that you just sometimes you just have to trust that and that it’s going to get you there, if you are taking the right steps. (P8)

P16 shared,

I’m so much better because of it. You know, I’m a better, and not just at work. I’m a better, you know, I’m married now so, you know, I can communicate effectively with my husband and, you know, leadership transcends just the workplace. I mean even in my home, I’m just much more of a team member and present and, just really able to help co-create even in my personal life. (P16)

Related to a positive collaboration with the client, P9 shared, “I felt like when we did the onsite one with them, they really liked it. We got a really good vibe from them” (P9). P6 noted, “We couldn’t have asked for more eager or more open partners. They were available anytime we needed to confer and they were open to any input that we had” (P6).

Related to the sense that the client was satisfied with deliverables, P15 shared that the “clients were so extremely happy. It was just constant praise, constant reassurance, constant appreciation. They were extremely humbled and appreciative” (P15). P5 stated, “I know we did

something very good for that organization. I know it from the bottom of my heart and I think for the most part she felt that it was beneficial” (P5).

Interview question 10. Has your learning carried over into your present-day personal life and professional life? In what ways? Describe the impact of the E2C project personally. How has the E2C project impacted your current practice of leadership and management? What is the impact of the E2C project on your ability to lead change? Participants’ responses to IQ 10, were: (a) learned how to lead teams, people, change, (b) developed lasting friendships, (c) gained confidence, (d) learnings contributed to professional advancement/opportunities, (e) developed an expression of leadership, and (f) have a toolkit to reach back to.

Alumna/alumnus accomplishments/ benefits. Related to learning how to lead teams, people, and change in a way that has affected graduate alumni in the present day both personally and professionally P10 shared, “So managing through change on a daily basis, really the program has helped me a lot” (P10). P1 expressed,

Change was one of the things that I learned throughout the course of the program that is difficult for people to cope with and so to be able to implement communication on a parallel with change is extremely important so that one day when I am in a leadership position I can implement a lot of those things thanks to going through this project. (P1)

Related to developing lasting friendships, P3 noted that he “became friends with and still keep in touch with a lot of them [teammates]” (P3). P7 shared, “We’ve gotten together outside and scheduled family days where we all get together and try to connect with each other and we have become really tight” (P7). Related to gaining confidence, P15 shared,

I felt like going through Pepperdine’s program, not only did they build the soft skills in you but every professor had an overarching theme of you go out, you make a difference, you impact the community so long story short, it gave me confidence to do that. (P15)

Related to learnings contributing to professional advancement/opportunities, P12 shared, “I was able to obtain a new job opportunity doing change management so I’m going to be embarking on

that and using everything that I learned to hopefully help me with my frameworks and guidelines with all of that” (P12). P10 shared, “After I finished the program, I was promoted as a department director” (P10). P9 noted, “I got a double promotion” (P9). P8 mentioned,

The job I have now is a training and change adoption specialist so I have multiple clients so I’m consulting all the time on change management on a technology implementation so we’re looking at how do you communicate? How do you build skills? How do you manage resistance? So, yes, I can directly track everything I do in my job to, you know, backwards in time even if I didn’t realize it at the time that I would be using these skills, I 100% am. (P8)

Related to developing an expression of leadership. P9 shared, “I’ve changed my leadership style and I’ve changed the way I organize the teams” (P9). P8 noted that her expression of leadership has become “the ability to ask questions and to be aware of whether you’re telling people something or asking questions is huge in my leadership style” (P8). Related to graduate alumni having a toolkit to reach back to, P7 said,

For me, it’s been something where I have to be able to point to it even with prospective clients and say, you know, these are things that I have done and now this is stuff that I can add to my repertoire, to my toolbox to be able to sell for myself and to be able to do. (P7)

P4 shared, what he gained “from a leadership standpoint, definitely from the toolbox that it [the MSML program] provided; I use it in organizational design” (P4).

Research question 3 summary. The third research question asked, “How did the graduate alumna/alumnus describe and define learning success?” and the theme that related was alumna/alumnus accomplishments/benefits as summarized in Table 12. In research question 3, the graduate alumni recounted how the opportunity to learn and apply theory by participating in the E2C service-learning capstone project with the support of faculty to student coaching and peer to peer mentoring led to long-lasting impacts both personally and professionally. Altogether, 14 (93%) the graduate alumni directly or indirectly described the impact of the experience as positive. Graduate alumni defined learning success as a sense of personal/professional development, positive collaboration with the client, contributing to the

community, and a sense that the client was satisfied with the deliverables. Accomplishment was achieved in terms of a sense of overall success with project, and the sense of personal success.

Thirteen (87%) of graduate alumni directly or indirectly expressed success from the experience personally and professionally in the many ways. Positive outcomes from the E2C service-learning capstone project as expressed by graduate alumni relate to personal development and professional advancements. These outcomes include developed leadership responsibilities, communication skills, change management skills, practice working with diverse teams, a sense of helping community partners do what they do a little bit better, and greater awareness of the non-profit sector. Graduate alumni shared the increased confidence gained through the E2C service-learning capstone strengthened their ability to lead people, change and teams which has translated into benefiting personal and professional relationships, professionally with increased responsibilities professionally and in cases promotions. Table 12 includes the findings of the information categories that comprised each of the themes.

Table 12

Summary of Themes and Categories for Research Question 3

Themes/Categories	Occurrences
Alumna/Alumnus Accomplishments/Benefits	127
13. Sense of overall project success	14
14. Sense of personal success	14
16: Contributing to the community	10
17: Sense of personal/professional development	13
18. Positive collaboration with client	12
19. Sense that client was satisfied with deliverables	11
21. Learned how to lead teams, people, change	8
22. Developed lasting friendships	9
23. Gained confidence	12
28: Learnings contributed to professional advancement/opportunities	9
29: Developed an expression of leadership	11
30: Having a toolkit to reach back to	4

Research Question 4

Research question 4 asked, “Based on his/her experience, what recommendations do the graduate alumna/alumnus make specific to the design and implementation of future experiential learning projects/programs?”

11. Do you have recommendations to improve the E2C project?

12. What recommendations would you make to those who design and implement such projects/programs?

13. Can you think of ways your E2C project team experience could have been better?

Tell me more about this.

Table 13 includes the findings related to the information categories that made up each of the themes. Data are sorted by the number of occurrences of key phrases, viewpoints, or responses, and organized by IQ.

Table 13

Research Question 4: Theme/Category Occurrences

Themes/Categories	IQ #11	IQ #12	IQ #13	Total
Suggestions for Improving MSML Program/E2C	16	8	11	35
Project Processes				
10: Help with facilitating team dynamics	0	0	5	5
24: Develop student and mentor relationship dynamics	7	0	0	7
25: Improve process for selecting non-profits	6	0	0	6
27: Offer non-profit sector courses	0	4	0	4
32: Pleased, wouldn't change anything to improve E2C	3	0	0	3
33: Pleased, wouldn't change anything to improve MSML	0	4	0	4
34: Pleased, wouldn't change anything to improve team experience	0	0	6	6

As Table 13 indicates, in response to research question 4, participants' recommendations were related to seven information categories that were sorted by the number of occurrences of

key phrases, viewpoints, or responses. These information categories include: (a) help with facilitating team dynamics with 5 occurrences; (b) develop student and mentor relationship dynamics with 7 occurrences; (c) improve process for selecting non-profits with 6 occurrences; (d) offer non-profit sector courses with 4 occurrences; (e) pleased, wouldn't change anything to improve the E2C project with 3 occurrences; (f) pleased, wouldn't change anything to improve the MSML program with 4 occurrences; and (g) pleased, wouldn't change anything to improve the team experience with 6 occurrences. The categories merged into one theme: suggestions to improve the MSML program/E2C experience with 35 occurrences.

IQ 11. Do you have recommendations to improve the E2C project? Through the analysis of all interview participant responses to IQ 11, the most common information categories were: (a) develop student and mentor relationship dynamics; and (b) improve process for selecting non-profits; and (c) pleased, wouldn't change anything to improve E2C. These three categories of information merged into the theme of suggestions to improve the MSML program E2C project.

Suggestions to improve MSML program/E2C Project processes. The theme of suggestions to improve the E2C project processes ranked highest in frequency related to recommendations to improve the E2C project. Of the 35 key phrases, viewpoints, or responses related to research question 4, 35 (100%) of the information categories were directly or indirectly related to suggestions for improvement. The suggestions related to help developing relationships with the mentors and improving the non-profit selection process.

Related to developing student and mentor relationship dynamics, P4 mentioned that she “really like that they paired up graduates with the E2C groups as mentors even though the last one she and I tried to connect a couple times and then I didn't hear anything” (P4). P12 shared,

“I think that it could have been [better] if the relationships were fostered in a different way rather than them like, ‘Oh, they’re just here to talk to you tonight from, you know, 9-10 o’clock”

(P12). P8 shared “I think maybe with the mentors just really kind of establishing a little more credibility with them that they’re not just alumni who want to give back” (P8).

P11 noted from the perspective as a graduate alumna that went on to serve as a mentor,

I feel like Dr. Ledbetter, she had more a finesse and knowledge of knowing exactly when to jump in and do that whereas, as mentors we don’t do this every day so sometimes it was a little hard to gauge when to just say, okay, we’ve been here for four hours and just tell them what they need to do and move on or where it needs to go. (P11)

Related to improving the process for selecting nonprofits, P1 shared, “Maybe vetting the organizations figuring out who really wants feedback” (P1). P11, expressed,

I don’t know what they can do as far as giving the students more of an opportunity to find an organization. Some of the students they do a good job at finding their own, because even though Dr. Ledbetter came with a list of organizations, there were a couple who were like, “No, I have one that I want to work with.” Sometimes it was because they had a family member or something like that, but that work that Dr. Ledbetter does specifically as far as going out and developing these relationships with, nonprofits I think that’s something that would be beneficial for students. I know that Pepperdine does, I want to say their career center or alumni network, they have an event where, you know, people can go and find out about specific nonprofit boards and they bring a lot of nonprofits together and that seems like something that, like, just for a logical partnership will maybe at some point, leading up to the project students can maybe be encouraged to do something like that so at the very least even if they maybe don’t pick their own organization, they have a little bit more real life experience interacting with and building relationships with some of these organizations. (P11)

Related to being pleased and not wanting to change anything to improve E2C, P5, notated, “I guess I’d be really hard pressed for me think of something that could have been done where we could have been able to apply more from the program” (P5). P9 shared, “It was one of the most impactful classes in my life. did it. It was just hard but it was worth it” (P9). P7 noted,

I think that the E2C did really well for us because it allowed us to pull everything together that we had learned and determine what was needed to help the client and what wasn’t. So, no, I honestly, I don’t really, I don’t think that I would have any impactful recommendations for a better way. (P7)

Interview question 12. What recommendations would you make to those who design and implement such projects/programs? The related information categories were, (a) offer non-profit sector courses, and (b) pleased, wouldn't change anything to improve MSML program. These two categories of information also merged into the theme of suggestions to improve the MSML program E2C project.

Suggestions to improve MSML program/E2C Project processes. Related to offering non-profit sector courses, P4 shared "I think there should be a little bit more business acumen tied to the E2C" (P4). P3 expressed, "The program was is too qualitative because the program didn't offer any, the program as a whole not E2C, the program didn't offer any openings into accounting or nothing crazy, you know, a little bit of marketing and finance" (P3).

Related to being pleased and not wanting to change anything to improve the MSML program, P16 shared,

We had such a positive experience. I honestly wouldn't have changed a thing about it. I feel like with Pepperdine and with the MSML program, the first kind of, the way that it's structured, you first learn to work interpersonally and do some really true reflective work to really see who you are and how you're showing up in relationships, at work, in your life, and, you know, that first part of the MSML program, you know, you can't lead others until you first can lead yourself so the first part was just so life changing for me and then the second part is learning how to work in teams, you know, once you really have some insight on who you are as an individual then you go into the second phase of the program which is learning how to work with others and lead teams and then once you have that down the third part is you take all of that and then you implement it into an organization. So, it's like you learn to lead yourself, you learn to lead teams, and then you learn to be impactful at an organizational level and, you know, I just feel like I wouldn't change anything about it. (P16)

Interview question 13. Can you think of ways your E2C project team experience could have been better? Tell me more about this. The most common categories of information were: (a) help with facilitating team dynamics; and (b) pleased, wouldn't change anything to improve the team experience. These two categories of information merged into the theme of suggestions to improve the team experience.

Suggestions to improve MSML program/E2C project processes. Related to help with facilitating team dynamics, P2 shared,

Having that support to kind of facilitate those difficult conversations would have been good. I'm not sure if the point was to try to for us to figure it out ourselves, and that's part of the process or we were too prideful to approach our mentor to talk about these things or that we didn't want to necessarily spread [the word] because you know with cohorts, are small, people talk; we didn't necessarily want to be that group with problems. (P2)

Related to being pleased and not wanting to change anything to improve the team experience, P8 shared "We were there to learn and we also appreciated that we were going to learn just as much about being a team member as we were going to learn about consulting in a nonprofit and we all recognized that" (P8). P1 noted, "We had a really solid team" (P1). P4 "We worked so well together as a team" (P4) and P5, "We had a really good team. We all had something to contribute. We all contributed so well" (P5).

Research question 4 summary. Research question 4 asked, "Based on his/her experience, what recommendations do the graduate alumni make specific to the design and implementation of future experiential learning projects/programs?" As summarized in Table 14, the theme related to research question 4 was suggestions to improve the MSML Program/E2C project processes. Based on graduate alumni experience, advice to improve the E2C project related to developing student and mentor relationship dynamics, and an improved process for selecting non-profits. Ideas to improve the MSML program included offering non-profit sector courses as part of the program curriculum. Suggestions to improve the team experience included help needed with facilitating team dynamics.

Table 14

Summary Themes and Categories for Research Question 4

Themes/Categories	Occurrences
Suggestions for Improving MSML Program/E2C Project Processes	35
10: Help with facilitating team dynamics	5
24: Develop student and mentor relationship dynamics	7
25: Improve process for selecting non-profits	6
27: Offer non-profit sector courses	4
32: Pleased, wouldn't change anything to improve E2C	3
33: Pleased, wouldn't change anything to improve MSML	4

Summary

In sum, the purpose of this qualitative phenomenological study was to describe the impact of experiential learning from the perspectives of Pepperdine Graziadio graduate alumni who completed the MSML service-learning capstone project. The central research question providing guidance for this study was, “How do graduate alumni of Pepperdine Graziadio Business School describe the impact of experiential learning as experienced in the MSML service-learning capstone project?” To answer this central question, four research questions guided this study. A total of 318 occurrences of key, phrases, viewpoints or responses were directly or indirectly related to 34 categories of information that emerged into six themes (see Table 15). Altogether, the overarching themes of utilizing MSML program resources, community partner collaboration, academic collaboration, academic/community partner collaboration challenges, alumna/alumnus achievements/benefits, and suggestions for improving MSML program/E2C project processes as expressed by way of 318 information categories that describe the impact of the experience were summarized in the words of P4, “The program was incredible. I would repeat it again, tomorrow, and the faculty support staff was second to none” (P4).

Table 15

Summary of Themes for Research Questions 1-4

RQ1. Strategies & Practices	RQ2. Challenges	RQ3. Success Defined	RQ4. Recommendations
The utilization of MSML program resources	Academic/community partner collaboration challenges	Alumna/alumnus accomplishments/benefits	Suggestions to improve the MSML program/E2C processes
Academic collaboration			
Community partner collaboration			

Chapter 5: Conclusions and Recommendations

In higher education, numerous experiential learning programs are offered to enhance students' learning, including international travel programs, immersion programs, internship programs, and service-learning programs. Although students participating in these programs are every higher education institution's number one stakeholder, rarely are they asked how these programs affect their learning, both personally and professionally. For future graduate students, higher education institutions, program designers, and community partners, it is valuable to understand the perspectives of graduate alumni that participate in experiential learning programs for the future development, assessment, and improvement of such programs.

For this reason, the purpose of this qualitative phenomenological study was to describe the impact of experiential learning from the perspectives of Pepperdine Graziadio graduate alumni who completed the MSML E2C capstone service-learning project. The study was guided by research questions that addressed graduate alumni strategies and practices leading a change initiative in a service-learning context, the challenges they faced, the personal and professional significance of the opportunity, lessons learned, and their recommendations for program designers.

By gathering feedback from the perspective of graduate alumni, this study served to contribute to the development of the MSML program and to the literature in the field of adult learning, experiential learning, service-learning, and educational design. The goal of the study was to deliver current research to program designers that might contribute to the continued development and success of the MSML program since it is beneficial to understand successful strategies and practices along with the challenges from the students' perspective when running a

program. Further, results and recommendations from this study can benefit future MSML graduate students that plan to participate in the E2C capstone service-learning project.

Summary of the Study

This qualitative, phenomenological study was organized into five phases to gather the first-hand experience of a service-learning capstone project from perspective of graduate alumni. The first phase involved defining the purpose and objectives of the study (see chapter 1). A central guiding research question was introduced. The central research question providing guidance for this study was, “How do graduate alumni of Pepperdine Graziadio Business School describe the impact of experiential learning as experienced in the MSML E2C service-learning capstone project?” To answer this central question, four research questions were posed.

As illustrated in Table 16, the second phase involved a review of existing literature that informed the four research questions. Research question 1 was informed by the sections of the literature review on andragogy, transformational learning, and experiential learning in a service-learning context. Research question 2 was informed by the section of the literature review on experiential learning in a service-learning context. Research question 3 was informed by the sections of the literature review on andragogy, transformational learning, and experiential learning in a service-learning context. Research question 4 was informed by the sections of the literature review on andragogy, service-learning, and educational design. The review of the literature was organized according to four purposes: (a) to describe the history regarding the background of the inclusion of student perspectives in educational design; (b) to summarize traditional learning theories that have historically informed curriculum development and instructional design; (c) to summarize key aspects of adult learning theory; and (d) to discuss adult experiential learning, the study’s theoretical framework in the context of service-learning,

and the need for greater understanding of service-learning’s impact on academic, educational, and program learning outcomes from students’ perspectives.

Table 16

Theories Related to Research Question Themes

Adult Learning Theory	Utilization MSML program resources	Academic collaboration	Community partner collaboration	Academic/community partner collaboration challenges	Alumna/alumnus accomplishments/benefits	Suggestions to improve the MSML program/E2C processes
Andragogy	RQ1	RQ1			RQ3	RQ4
Transformational learning		RQ1			RQ3	
Experiential Learning	RQ1	RQ1		RQ2	RQ3	
Service-Learning	RQ1		RQ1	RQ2	RQ3	RQ4

The third phase, as described in chapter 3, was centered on the research design and methodology. The fourth phase described the data collection, analysis, and key findings, as presented in chapter 4. The participants were recruited through a purposive sampling technique. Sixteen semi-structured interviews took place both in person and over the phone within a ten-day timeframe. The recordings of fifteen interviews were transcribed; the researcher read and re-read the transcriptions and listened to the recordings. The researcher then completed open-coding by breaking down information categories by number of occurrences, then looking at what the categories had in common and what they did not have in common; in doing so, themes were developed. The final phase, addressed in the current chapter, presents a discussion of the key findings, the implications of the study, and thoughts for future research.

Discussion of Key Findings

In the subsequent sections the findings of the study are reviewed by research question and compared to the existing literature. The stakeholders that may find the results of this study beneficial are private higher education institutions, community partners, program designers, and future students. Altogether, themes for the research questions that had the highest frequency of discussion among the 15 participants are highlighted.

RQ1: Strategies and practices employed by graduate alumna/alumnus. In response to research question 1, participants shared the strategies and practices that proved to be beneficial to their learning. Research question 1 asked, “What strategies and practices did the graduate alumna/alumnus find most helpful to his/her learning?” An analysis of the information categories indicate that the strategies and practices found most beneficial to learning centered around the following three themes:

- Utilizing MSML program resources
- Academic collaboration
- Community partner collaboration

Discussion of research question 1. The key findings related to research question 1 validate several premises of the adult learning theories of andragogy, transformational learning, and experiential learning in a service-learning context. Andragogy holds that internal and external motivators influence adult learners’ ability to learn (Knowles et al., 2015). In this way, interacting with teammates, the professor, the community, the course curriculum, and receiving feedback were identified as the most meaningful activities. The strategies that were identified as particularly helpful for preparing to serve the client organization were: leading with questions, working with project data, and reviewing and brainstorming course content. The findings also

indicate that adult learners' strategies and practices relate back to utilizing leadership theories and practices learned throughout the MSML program.

Further, relating back to existing literature, andragogy holds that adult learners have a greater quantity and quality of experiences (Knowles et al., 2015). As such, when describing how they ensured they would get the most out of the experience, participants shared the significance of using the course resources and then taking a role and sharing his/her experience related to that role. Participants communicated the importance of contributing their individual background and experience. Participant responses also focused on the transformational learning that took place through dialogue with their teams, professor and community partners (Mezirow & Taylor, 2009). Also expressed was the significance of reciprocity (Butin, 2010), a fundamental characteristic of experiential learning in a service-learning context, as they described the impact of the learning experience as the opportunity to collaborate with community partners and make a difference in the client organizations.

RQ2: Challenges faced by graduate alumna/alumnus. What challenges did the graduate alumna/alumnus face during his/her experiential learning capstone project? An analysis of the information categories indicates that the challenges faced center around the following theme: academic/community partner collaboration challenges.

Discussion of research question 2. The key findings related to research question 2 validate several premises of experiential learning theory in a service-learning context. Participant responses indicate that challenges stemmed from differences in team approach, lack of team communication, and lack of team accountability. Multicultural and multigenerational differences also created challenges during learning experience. As program designers recognize, and as stated in the *Principles of Good Practice in Combining Service and Learning* guide, challenges

may arise when there is a need for more “training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals” (Honnett & Poulsen, 1989, p. 40). From a program designer’s perspective one way to look at the expressed challenges is through in D. Kolb’s (2015) Experiential Learning Theory (ELT). ELT provides a chance for program designers to discover students’ perspective regarding the impact of experiential learning through an educational design emphasis that ties in the experiential learning life cycle, learning styles, and learning spaces.

RQ3: Success defined and described. How did the graduate alumna/alumnus describe and define learning success? An analysis of the information categories indicates that success was defined and described through the following theme: alumna/alumnus accomplishments/benefits.

Discussion of research question 3. The key findings related to research question 3 validate additional premises of the adult learning theories of andragogy, transformational learning, and experiential learning in a service-learning context. For example, andragogy holds that the goal of learning for adult learners is to perform tasks that relate to their life situations (Knowles et al., 2015). In this way, looking back the E2C service-learning capstone experience was described positively because participants viewed the experience as having carried over to their present day personal and professional lives. The overarching and most discussed theme of the study being the accomplishment and benefits the adult learners gained from the experience.

Success was described as an overall sense of achievement with the project and a sense of personal accomplishment in terms of establishing relationships; gaining confidence; having a tool kit to reach back to; developing an expression of leadership; having the learnings contribute to personal and professional advancements; and learning how to lead people, teams, and change. Positive impact was described when these four components are present: a sense of

personal/professional development, positive collaboration with the client, a sense that client was satisfied with deliverables, and contributing to the community.

It is essential to note that each of the adult learning theories discussed involves reflection and action as integral elements of the process contributing to the accomplishments/benefits related to the learning experience. Both critical and self-reflection are key components of adult learning theories and in a service-learning context create the link between *servicing* and *learning* (Eyler & Giles, 1999). One of the hallmarks of the MSML two-term coursework is the incorporation of the opportunity for reflection over a 6-month timeframe. For example, when expressing accomplishments/benefits, the reflective elements of the educational design that were described positively by graduate alumni included class discussions, team meetings, dialogue with the professor and community partners, and the opportunity to reflect through final presentations that were open to the community and attended by community partners.

RQ4: Recommendations. Based on his/her experience, what recommendations do the graduate alumna/alumnus make specific to the design and implementation of future experiential learning projects/programs? An analysis of the information categories indicates that recommendations focused on the following theme: suggestions for improvements to the MSML program/E2C project processes.

Discussion of research question 4. The key findings associated to research question 4 related to suggestions centered on adult learning theories and educational design. A number of participants had no suggestions to share correlated with improving their team experience, the E2C project, or the MSML program. The program designers' sustained intent to support a service-learning curriculum and design that promotes and measures positive learning outcomes,

described succinctly as graduate accomplishments/benefits, played a key role in how graduate alumni interpreted their involvement and benefits gained from their E2C projects.

As the findings indicate, achieving service-learning outcomes depends on educational design (Perrin, 2014). One of the eight steps Jacoby (2014) delineated for designing a service-learning capstone includes seeking potential community partners. The key findings related to research question 4 indicate recommendation to improve the E2C project include the need for a process for improving non-profit selection. Also, described in relation to the E2C project was a potential need for help with facilitating team dynamics. Further, the need for the MSML program to offer non-profit sector courses was recognized as a gap in the MSML curriculum offerings.

Altogether, recommendations, along with graduate alumni views of meaningful activities, challenges, and successes were shared through their individual experiences with an E2C service-learning capstone project. The impact of the experience was described relative to the utilization of MSML program resources, academic and community partnerships, and to the extent the collaborations appeared to benefit academic/community relationships and their personal development. For future students and other key stakeholders, there are several implications related to these recommendations and findings.

Implications of the Study

The aim of the four research questions was to explore adult learners' perspectives about the strategies and practices they found most helpful to their learning, challenges they faced, their descriptions and definitions of learning success, and recommendations specific to the design and implementation of future experiential learning projects and the program. By seeking to understand the impact of perceived experiences through the lens of accomplishments/benefits of the graduate alumni learning experience, the study expanded research related to adult

experiential learning theory in a service-learning context. As research literature indicates it takes the collaboration and sharing of perspectives from administration, program designers, community partners, and students to foster learning environments of engagement, life-long learning, and partnerships (Jacoby, 2014). The implications of this study as related to the adult learning theories discussed in chapter 2 are organized by the key stakeholders.

Implications for private higher education institutions. The findings of this study can be used in universities to inform administrators and board members of the benefits of service-learning in attracting future students. For example, there could be an advantage to marketing service-learning opportunities to Gen Y and Gen Z students. Service-learning opportunities can be considered attractive to Gen Z students that are open to the challenge of “project-based, active-learning opportunities” (Wiedmer, 2015, p. 55) and that tend to “mobilize around causes and be more socially and environmentally aware than previous generations” (p. 55). Service-learning opportunities are also attractive, Gen Y “millennials” who are “community oriented, and seek a sense of meaning in greater contexts...and are also motivated by their need for a sense of purpose and belonging to meaningful communities” (p. 55). With the administration and board understanding of the benefits of service-learning opportunities for the university, students, and the community, this support and backing can encourage the continued implementation pedagogies like experiential learning and service-learning (Forbes, Washburn, Crispo, & Vandever, 2008).

Implications for community partners. The findings of this study can be used by community partners to better understand the mutual benefits of service-learning opportunities. Community partners can benefit from the findings of this study to gain an understanding of how and what students can offer to their organizations and what has been tried with past community

student partnerships to best determine future partnership plans (Pelco & Elliot, 2017). Overall, an understanding of the impact of the experience and learning outcomes for students may develop and strengthen future community partnerships.

Implications for program designers. Program designers can use the findings of this study to develop or revise curricula that incorporates the recommendations provided by graduate alumni. The number one theme arising multiple times throughout this study was graduate alumni ability to describe the impact of the experience through their accomplishments/benefits. Study participants expressed that integral to their success was their ability to apply the theories from their coursework, work with and learn from the professor and teammates, and receive feedback.

The most significant implication that may result from this study is the application of the revised model's four components related to teaching students how to lead change which include: (a) theory, (b) application, (c) coaching, and (d) evaluation (see Figure 5). The model provides a framework for developing and revising service-learning capstone project curriculum. The four components of the model create a platform for students to thrive in an experiential service-learning program. The coaching component includes peer-to-peer mentoring, faculty to student coaching, and a mentorship program. The application component includes the opportunity for experiential learning in a service-learning context. Both components rely heavily on the use of dialogue and reflection as learning tools. The theory component includes the examination of change theories. The theories explored in the E2C service-learning capstone are noted on page 73. Because of this study, the collaborative approach to teaching students how to lead change model was revised to include an evaluation component. Evaluation involves a performance standards evaluation. An area of opportunity for program designers of the E2C service-learning capstone project is to build on the current rubric to analyze variables related to experiential

learning in a service-learning context. The cumulative effect of each of the four components working together impacts the adult learners' experience. Additionally, maintaining success requires program designers to continuously partner with students and the community and to consistently assess the feedback.

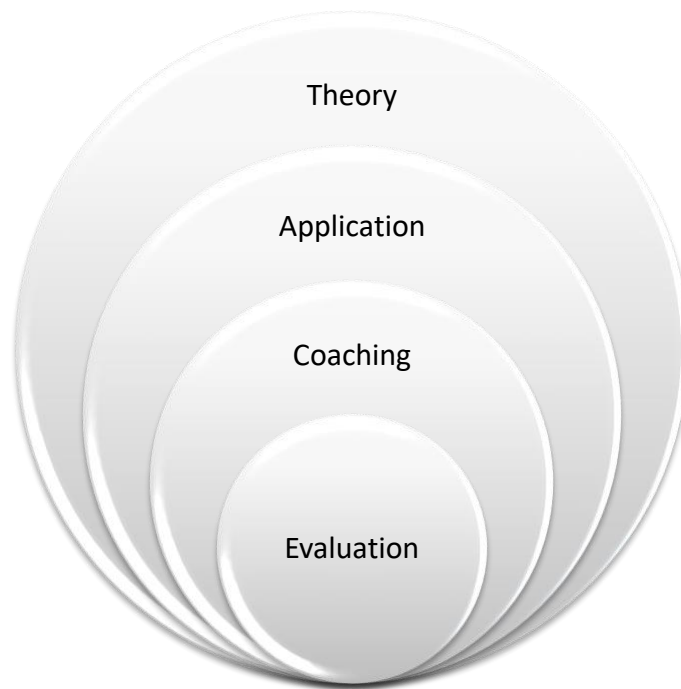


Figure 5. A collaborative approach to teaching how to lead change.

Relating back to the findings of this study, connected to the evaluation component, program designers may benefit from aligning the performance standards evaluation rubric with service-learning outcomes. In general, program designers predominately rely on standardized course evaluations, which assess the interests and attitudes of the class and the program designer. However, these tools do not effectively analyze the variables related to student experiential learning in a service-learning context (Jacoby, 2014). Currently, there are MSML program measures in place for students to provide, and receive feedback through standard evaluation measures, peer to peer mentoring and evaluation, faculty to student coaching, as well as the ability to obtain input through a performance standards evaluation rubric. The study findings

suggest there may be an opportunity for determining a method to continue to develop the avenues for providing, and receiving feedback which can also measure the impact of the service-learning capstone project. Thus, an area of opportunity may be for program designers to align the performance standards evaluation rubric in a way that analyzes the variables related to student experiential learning in a service-learning context.

In another way, the findings, as indicated through the theme of suggestions to improve the MSML program/E2C project may be used to inform and develop an MSML service-learning project mentorship program. Program designers can use the participant interviewee recommendations to further develop student and mentor relationship dynamics. As an implementation strategy, program designers can use the feedback to create a curriculum for their mentors that focus on team communication, team accountability, and team process.

Actionable steps for program designers may include, adapting the current team process document to create rotating roles within the teams that offer varying opportunities to interact with the mentors. Team roles can include gatekeeper, timekeeper, note taker, etc. Mentors consistently checking in at appointed times with the team gate keeper can develop a sense of trust and reliability that offers both the students and mentors the opportunity to develop the relationship and the chance for mentors to guide with questions that come up related to team process, including identifying a decision-making process, clarifying participant expectations, assessing conflict patterns and with team development in helping build commitment, setting goals, establishing a work approach, and helping the team evaluate their effectiveness (Hill & Farkas, 2001).

Implications for future students. The findings of this study can be used by future students who are interested in incorporating strategies and practices based on experiences of

students that have gone through the E2C capstone service-learning project. As Knowles et al. (2015) indicate, through the study of andragogy, it is clear that adult learners have their own points of view, self-perceptions, expectations, interests, learning needs, learning styles, and prior experiences that they bring to each learning experience. At the same time, it is beneficial for adult learners to have accessibility to the experiences of others to help gain a broader understanding of the work and their potential role in the work. Additionally, providing future students the chance to learn from past students encourages the learnings to grow on each other. The strategies and practices that graduate alumni might share with future students as illustrated in Figure 6 relate to the benefits expressed from their experience including: (a) utilizing program resources, (b) academic collaboration, and (c) community partner collaboration.



Figure 6. Student strategies and practices. A collaborative approach to learning how to lead change.

Having a sense of these strategies and practices may provide an overall picture of what is needed to successfully lead a planned change initiative through E2C the service-learning capstone. Actionable steps for future students may include, defining, measuring and tracking

their personal success throughout the duration of the coursework. Introducing a pre, mid, and post course self-assessment that relates back to the aforementioned practices and strategies is one way to take the exercise of defining, tracking and measuring success. Continued class and team discussions, writing, and final presentations all speak to the heart of critical and self-reflection which once developed is an essential skillset that can be carried forward personally and professionally as the ability to reflect and course correct is hallmark of lifelong learners.

Study Conclusion

Relating back to the literature review, Eyler and Giles's (1999) seminal study found that the outcomes and impact of experiential learning were highly positive. Overall, Eyler and Giles determined the following outcomes for service-learning student participants, namely that students: become motivated to work harder; develop a deeper understanding of the course content and gain the ability to apply learnings to real problems while developing a sensitivity to complex social issues; increase learning by using course content, experience, and reflecting through writing and discussion; build distinct skill sets when learning while engaged in interesting and challenging work with high quality community partners; work with and interpret data to address problem causes and identify solutions; and achieve learning outcomes directly related to the quality of the service-learning. Eyler and Giles also identified six categories of student impact: personal and interpersonal development; understanding and applying knowledge; engagement, curiosity, and reflective practice; critical thinking; perspective transformation; and citizenship. Close to 20 years since Eyler and Giles published their seminal study, the field of experiential learning continues to expand while embracing the benefits of service-learning in higher education, and studies continue to validate the impact of the experience. The findings of

this study also validate Eyler and Giles's seminal study and contribute to the body of knowledge of adult experiential learning.

The intent of this study was to add to the existing body of literature related to adult experiential learning by seeking feedback from graduate alumni who described the impact of their learning experience. To accomplish this, the researcher bracketed her perspective as an MSML graduate alumna. Data was collected through 15 semi-structured interviews, and using open-coding and thematic analysis the researcher analyzed the data collected from the 13 open-ended interview questions that informed the central research question and four guiding sub-questions, each of which was designed to identify the impact of experiential learning in a service-learning context. As a result, six themes were identified as the way in which graduate alumni of PGBS described the impact of experiential learning as experienced in the MSML E2C capstone service-learning project. The six ways graduate alumni described the impact of their experience were through:

1. The utilization of MSML program resources
2. Academic collaboration
3. Community partner collaboration
4. Academic/community partner collaboration challenges
5. Alumna/alumnus accomplishments/benefits
6. Suggestions to improve the MSML program/E2C processes

Altogether, data collection and analysis fully supported the effectiveness of the program in the study, as expressed from the perspective of graduate alumni. The outcomes as described by graduate alumni indicated a profoundly positive impact and strong agreement of the immediate and continued benefits from their involvement in the service-learning capstone

project. The graduate alumni recounted how the opportunity to learn and apply theory by participating in the service-learning capstone project, with the support of faculty-to-student coaching and peer-to-peer mentoring, led to long-lasting impacts, both personally and professionally. Positive implications for future graduate students, higher education institutions, program designers, and community partners suggested that the program offers students an opportunity to gain a greater awareness of the non-profit sector, establish relationships, develop leadership responsibilities, determine strategies and practices for leading change, and experience personal development and professional advancement.

The hope of this study is that program designers and higher education institutions will take into the consideration the perspective of the students when designing such service-learning capstone programs. From an institutional and instructional point of view, it is particularly important to know how students are thinking about and processing their experiences to promote learning and design programs (Werder & Otis, 2010). The goal for MSML program designers will be to continue to view students as the university's "unspent resource" (Gardebo & Wiggberg, 2012, p. 9) to be engaged, because "if there is to be a single important structural change during the coming decades, it is the changing role of student who are given more in defining and contributing to higher education" (p. 9).

Thoughts for Future Research

This qualitative study engaged 15 graduate alumni. Their perspectives bring valuable insights to the MSML program and contribute to the body of literature related to the inclusion of students' perspectives, educational design, experiential learning, and service-learning. The opportunities for future research that may broaden the findings that can be shared with private

higher education institutions, community partners, program designers, and future students include conducting a study:

1. Using a phenomenographic research design to describe the varying conceptions of the alumni related to the impact of the E2C service-learning capstone project.
2. Using a phenomenological research design with current students.
3. Using a phenomenological research design considering demographic variables.
4. Addressing the community partner perspective to provide insight as to what they look for in a service-learning collaboration.
5. Capturing the perspective of program designers, including faculty and administration and report on the program designers' perspective of learning outcomes related to experiential learning opportunities.
6. Comparing the best practices, strategies, challenges, and recommendations of alumni studying in public versus private higher educational institutional programs in various regions nationally and/or internationally.
7. Identifying what relationships exist between program designers' leadership philosophies and teaching styles and the theoretical models they choose in service-learning educational design.
8. Finding how student feedback, once received, is addressed by program designers.
9. Discovering the potential role adult learners' perceptions of a favorable relationship with the school, professor, teammates, or community partner plays in how they describe the positive impact of a service-learning experience.
10. Meta-analysis on the over 57 E2C service-learning capstone projects completed to date through the MSML program.

Author's Notes

My time researching adult learning and educational design has been rewarding, and the work has been inspiring. The research leaves me with a deeper understanding of how graduate business students learn, and the impact the learning environment has on their learning outcomes. The research also led me to deeper level thinking related to the factors influencing the findings and through the research process I developed a perspective related to adult experiential education and service-learning in higher education.

Interestingly, this research builds upon previous research literature that supports service-learning as a valuable pedagogy in its ability to positively impact students personally and professionally. The findings of this study indicate that experiential learning in a service-learning context is a powerful practice which the impact of supports many beneficial learning outcomes for students. Throughout the individual, candid reflections communicated by 15 graduate alumni, a striking finding was that a such a diverse group of graduate alumni whose experiences were years apart shared so many similar learning outcomes as well as a shared impact of the experience expressed through the recounts of their strategies and practices, challenges faced, and accomplishments and the benefits of the program.

From my perspective, the findings that arose from this research speak to the strong tenants of experiential learning as a theoretical framework and service-learning as an educational design strategy. By following a service-learning curriculum framework even while MSML curriculum revisions have taken place over the years the impact as described by graduate alumni, by and large, has remained the same. These research findings share a high-level of agreement with the previous research literature and the positive implications for future students and program designers that surfaced from this study underscore the need for ongoing research

relating to the inclusion of graduate business school students' perspectives in the design and implementation of service-learning curriculum.

Forward-looking, service-learning shines in its ability to prepare students for the upcoming workplace era. As we consider the future human and robot relationships that today's emerging technologies will bring to the workplace with artificial intelligence, augmented and virtual reality, home robots, and cloud computing, some of the skillsets that graduate alumni expressed as gained through experiential learning will offer an advantage moving forward. Specific individual skills and traits will be needed for the future workplace. Two of these skill sets are contextualized intelligence and entrepreneurial mindset. Contextualized intelligence can be explained as a "nuanced understanding of culture, society, business, and people" and an entrepreneurial mindset can be described "applying creativity, learning agility, and an enterprising attitude to find workarounds and circumvent constraints" (Institute for the Future & Dell Technologies, 2017, p. 18). Both attributes were described by graduate alumni in the study in terms of developed interpersonal skills and personal leadership skills.

While the end goal of this study was to gain the perspectives of students participating in an E2C service-learning capstone project, it is essential to remember that the capstone was experienced by graduate alumni in the broader context of the graduate experience. By focusing on the impact of a service-learning capstone from the graduate alumni perspective, this research attempted to describe one way students can learn through a reflective, hands-on experience in partnership with the community. It is necessary to note that the capstone was one of several experiences over the duration of the MSML program that may have contributed to the way students described their overall satisfaction and success.

Lastly, it is my observation, as the graduate alumni looked back to share the impact of their experiences, the majority present day express themselves as lifelong learners that each in one way or another work on the daily to challenge themselves personally and professionally. Some expressed that they continue to develop personally and professionally by giving back through sharing what they have learned. The graduate alumni that expressed a developed relationship with the MSML program and a perceived positive impact from their experience, in turn, shared a willingness to promote and support the success of the MSML program as the program pursues expansion and to equip students to become *Best for the World Leaders*. In several instances graduate alumni communicated an enthusiasm to serve or participate in the MSML program as a mentor to new MSML students, as a class coach for the E2C projects, as a guest speaker in class, as an alumni panel at new student orientation, and in surveys and focus groups to offer thoughts on potential revisions to the program and curriculum. These opportunities as well as maintaining a relationship with the academic director were expressed as meaningful ways to give back and maintain a positive connection with the MSML program and Pepperdine Graziadio Business School.

REFERENCES

- Abel, E. M., & Campbell, M. (2009). Student-centered learning in an advanced social work practice course: Outcomes of a mixed methods investigation. *Social Work Education, 28*(1), 3-17. <https://doi.org/10.1080/02615470701844423>
- Adelman, C. (1993) Kurt Lewin and the origins of action research. *Educational Action Research, 1*(1), 7-24. <https://doi.org/10.1080/0965079930010102>
- Al Barwani, T., Al-Mekhlafi, A., & Nagaratnam, R. P. (2013). Service-learning might be the key: Learning from the challenges and implementation strategies in EFL teacher education in Oman. *International Journal of Instruction, 6*(2), 109-128. Retrieved from <https://eric.ed.gov/?id=EJ1085395>
- Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education, 74*(8). <https://doi.org/10.5688/aj7408141>
- Arghode, V., Brieger, E. W., & McLean, G. N. (2017). Adult learning theories: Implications for online instruction. *European Journal of Training and Development, 41*(7), 593-609. <https://doi.org/10.1108/EJTD-02-2017-0014>
- Argyris, C. (1976). Single-loop and double-loop models in research on decision making. *Administrative Science Quarterly, 21*(3), 363-375. Retrieved from <http://www.jstor.org/stable/2391848>
- Argyris, C., & Schon, D. A. (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco, CA: Jossey-Bass.
- Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education, 1*(1), 25-48. Retrieved from <https://scholarworks.iupui.edu/handle/1805/4579>
- Association for Experiential Education. (2017). What is experiential education? Retrieved from <http://www.aee.org/what-is-ee>
- Austin, M. J., & Rust, D. Z. (2015). Developing an experiential learning program: Milestones and challenges. *International Journal of Teaching and Learning in Higher Education, 27*(1), 143-153. Retrieved from <https://eric.ed.gov/?id=EJ1069800>
- Baker, V. L., & Griffin, K. A. (2010). Beyond mentoring and advising: Toward understanding the role of faculty “developers” in student success. *About Campus, 14*(6), 2-8. <https://doi.org/10.1002/abc.20002>

- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <http://dx.doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Macmillan.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52(1), 1-26. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Barnes, M. E. (2016). The student as teacher educator in service-learning. *Journal of Experiential Education*, 39(3), 238-253. <https://doi.org/10.1177/1053825916643831>
- Barrows, H. S. (1986). A taxonomy of problem-based learning methods. *Medical Education*, 20(6), 481-486. <https://doi.org/10.1111/j.1365-2923.1986.tb01386.x>
- Bassi, S. (2011). Undergraduate nursing students' perceptions of service-learning through a school-based community project. *Nursing Education Perspectives*, 32(3), 162-167. <https://doi.org/10.5480/1536-5026-32.3.162>
- Baumgartner, E., & Duncan, K. (2009). Evolution of students' ideas about natural selection through a constructivist framework. *The American Biology Teacher*, 71(4), 218-227. <https://doi.org/10.2307/27669415>
- Bennett, D., Sunderland, N., Bartleet, B. L., & Power, A. (2016). Implementing and sustaining higher education service-learning initiatives: Revisiting Young et al.'s organizational tactics. *Journal of Experiential Education*, 39(2), 145-163. <https://doi.org/10.1177/1053825916629987>
- Bernadowski, C., Perry, R., & Del Greco, R. (2013). Improving preservice teachers' self-efficacy through service learning: Lessons learned. *Online Submission*, 6(2), 67-86. Retrieved from <https://eric.ed.gov/?id=ED544043>
- Bielefeldt, A. R., Dewoolkar, M. M., Caves, K. M., Berdanier, B. W., & Paterson, K. G. (2011). Diverse models for incorporating service projects into engineering capstone design courses. *International Journal of Engineering Education*, 27(6), 1206-1220. Retrieved from <https://www.ijee.ie>
- Blake, B., & Pope, T. (2008). Developmental psychology: Incorporating Piaget's and Vygotsky's theories in classrooms. *Journal of Cross-Disciplinary Perspectives in Education*, 1(1), 59-67. Retrieved from http://people.wm.edu/~mxtsch/Teaching/JCPE/Volume1/JCPE_2008-01-09.pdf
- Block, P. (2011). *Flawless consulting: A guide to getting your expertise used* (3rd ed.). San Francisco, CA: Jossey-Bass/Pfeiffer.

- Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York, NY: Longmans, Green.
- Blouin, D. D., & Perry, E. M. (2009). Whom does service learning really serve? Community-based organizations' perspectives on service learning. *Teaching Sociology*, 37(2), 120-135. <https://doi.org/10.1177/0092055X0903700201>
- Bonwell, C., & Eison, J. (1991). Active learning: Creating excitement in the classroom. Retrieved from <https://eric.ed.gov/?id=ED336049>
- Boone, E. J., Safrit, R. D., & Jones, J. (2002). *Developing programs in adult education: A conceptual programming model*. Long Grove, IL: Waveland Press.
- Boud, D., Cohen, R., & Walker, D. (Eds.). (1993). *Using experience for learning*. Bristol, PA: Open University Press.
- Bovill, C., Cook-Sather, A., & Felten, P. (2011). Students as co-creators of teaching approaches, course design, and curricula: Implications for academic developers. *International Journal for Academic Development*, 16(2), 133-145. <https://doi.org/10.1080/1360144X.2011.568690>
- Boyatzis, R. E., Cowen, S. S., & Kolb, D. A. (1995). *Innovation in professional education: Steps on a journey from teaching to learning: The story of change and invention at the Weatherhead school of management*. San Francisco, CA: Jossey-Bass.
- Bradley, J. (1995). A model for evaluating student learning in academically based service. In M. Troppe (Ed.), *Connecting cognition and action: Evaluation of student performance in service learning courses* (pp. 13-26). Providence, RI: Campus Compact.
- Breunig, M. (2014). The transformative potential of learning through service while “doing” classroom-based research. *The Canadian Journal for the Scholarship of Teaching and Learning*, 5(1), 9. <https://doi.org/10.5206/cjsotl-rcacea.2014.1.9>
- Bringle, R. G., & Steinberg, K. (2010). Educating for informed community involvement. *American Journal of Community Psychology*, 46(3-4), 428-441. <https://doi.org/10.1007/s10464-010-9340-y>
- Brookfield, S. D. (2012). Critical theory and transformative learning. In E. Taylor & P. Cranton (Eds.) *The handbook of transformative learning: Theory, research, and practice* (pp. 131-146). San Francisco, CA: Jossey-Bass.
- Brooks, L., & Simpson, L. (2014). Experiential learning in higher education: Implications for improving employability of FCS graduates. *Journal of Family and Consumer Sciences*,

- 106(2), 16-21. Retrieved from <https://www.aafcs.org/resources/publications-products/journal-consumer-sciences>
- Brooman, S., Darwent, S., & Pimor, A. (2015). The student voice in higher education curriculum design: Is there value in listening? *Innovations in Education and Teaching International*, 52(6), 663-674. <https://doi.org/10.1080/14703297.2014.910128>
- Brower, H. H. (2011). Sustainable development through service learning: A pedagogical framework and case example in a third world context. *Academy of Management Learning and Education*, 10(1), 58-76. <https://doi.org/10.5465/AMLE.2011.59513273>
- Brown, S., & Glasner, A. (2003). *Assessment matters in higher education*. London, UK: SRHE/Open University Press.
- Bruner, J. S. (1977). *The process of education*. Cambridge, MA: Harvard University Press.
- Bruner, J. S. (1985). Models of the learner. *Educational Researcher*, 14(6), 5-8. <https://doi.org/10.3102/0013189X014006005>
- Bryman, A. (2016). *Social research methods*. Thousand Oaks, CA: Sage.
- Buchanan, A. M., Baldwin, S. C., & Rudisill, M. E. (2002). Service learning as scholarship in teacher education. *Educational Researcher*, 31(8), 30-36. <https://doi.org/10.3102/0013189X031008030>
- Bunker, B. B. & Alban, B. T. (1997). *Large group interventions: Engaging the whole system for rapid change*. San Francisco, CA: Jossey-Bass.
- Butin, D. (2010). *Service-learning in theory and practice: The future of community engagement in higher education*. New York, NY: Springer.
- Cai, W., & Sankaran, G. (2015). Promoting critical thinking through an interdisciplinary abroad program. *Journal of International Students*, 5(1), 38-49. Retrieved from <https://jistudents.files.wordpress.com/2014/10/2015-jis-volume-5-issue-1-spring-edition.pdf>
- Canboy, B., Montalvo, A., Buganza, M. C., & Emmerling, R. J. (2016). "Module 9:" A new course to help students develop interdisciplinary projects using the framework of experiential learning theory. *Innovations in Education and Teaching International*, 53(4), 445-457. <https://doi.org/10.1080/14703297.2014.975150>

- Cantor, J. A. (1995). *Experiential learning in higher education: Linking classroom and community*. Washington, DC: Graduate School of Education and Human Development, the George Washington University.
- Carey, P. (2013). Student as co-producer in a marketised higher education system: A case study of students' experience of participation in curriculum design. *Innovations in Education and Teaching International*, 50(3), 250-260.
<https://doi.org/10.1080/14703297.2013.796714>
- Carrington, S., & Selva, G. (2010). Critical social theory and transformative learning: Evidence in pre-service teachers' service-learning reflection logs. *Higher Education Research & Development*, 29(1), 45-57. <https://doi.org/10.1080/07294360903421384>
- Carson, R. L., & Domangue, E. A. (2013). The emotional component of service-learning. *Journal of Experiential Education*, 36(2), 139-154.
<https://doi.org/10.1177/1053825913487885>
- Caspersz, D., & Oлару, D. (2017). The value of service-learning: the student perspective. *Studies in Higher Education*, 42(4), 685-700. <https://doi.org/10.1080/03075079.2015.1070818>
- Castañeda, G., Islam, S., Stetten, N., Black, E., & Blue, A. (2017). What's in it for me? perspectives from community participants in an interprofessional service learning program. *Journal of Interprofessional Education & Practice*, 6, 15-21.
<https://doi.org/10.1016/j.xjep.2016.11.002>
- Cater, M., Machtmes, K., & Fox, J. E. (2013). A phenomenological examination of context on adolescent ownership and engagement rationale. *The Qualitative Report*, 18(16), 1. Retrieved from <http://nsuworks.nova.edu/tqr/vol18/iss16/1>
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Chong, C. S. (2014). Service-learning research: Definitional challenges and complexities. *Asia-Pacific Journal of Cooperative Education*, 15(4), 347-358. Retrieved from <http://www.apjce.org>
- Chowdhury, M. F. (2015). Coding, sorting and sifting of qualitative data analysis: Debates and discussion. *Quality & Quantity*, 49(3), 1135-1143.
<https://doi.org/10.1007/s11135-014-0039-2>
- Cibangu, S. K., & Hepworth, M. (2016). The uses of phenomenology and phenomenography: A critical review. *Library & Information Science Research*, 38(2), 148-160.
<https://doi.org/10.1016/j.lisr.2016.05.001>

- Cicero-Johns, B. (2016). *Higher education administrators' perspective on service learning* [Doctoral dissertation]. Retrieved from ProQuest Dissertations & Theses. (UMI No. 10192164)
- Clark, Q., Mohler, J. L., & Magana, A. J. (2015, June). *Learning style dynamics*. Paper presented at the 122nd American Society for Engineering and Education Annual Conference and Exposition, Seattle, WA. <https://doi.org/10.18260/p.24413>
- Clayton, P. H., Bringle, R. G., & Hatcher, J. A. (2012). *Research on service learning: Conceptual frameworks and assessment*. Sterling, VA: Stylus Publishing.
- Cook-Sather, A. (2011). Layered learning: Student consultants deepening classroom and life lessons. *Educational Action Research*, 19(1), 41-57. <https://doi.org/10.1080/09650792.2011.547680>
- Cook-Sather, A., Bovill, C., & Felten, P. (2014). *Engaging students as partners in learning and teaching: A guide for faculty*. New York, NY: John Wiley & Sons.
- Cooke, C. A., & Kemeny, M. E. (2014). Student perspectives on the impact of service learning on the educational experience. *Scholarship*, 29(1). Retrieved from <https://www.nrpa.org/globalassets/journals/scholarship/2014/scholarship-volume-29-number-1-pp-102-111.pdf>
- Cooperrider, D. L. (1996). Resources for getting appreciative inquiry started: an example OD proposal. *Organization Development Practitioner*, 28(1 & 2), 23- 33. Retrieved from <https://www.odnetwork.org/page/ODPractitioner?>
- Crabtree, B. F., & Miller, W. L. (1999). *Doing qualitative research*. Thousand Oaks, CA: Sage.
- Cranton, P. (1994). Self-directed and transformative instructional development. *The Journal of Higher Education*, 65(6), 726-744. <https://doi.org/10.2307/2943826>
- Cranton, P. (2000). Individual differences and transformative learning. In J. Mezirow (Ed.), *Learning as transformation: Critical perspectives on a theory in progress* (pp. 181-204). San Francisco, CA: Jossey-Bass.
- Cranton, P. (2006). Fostering authentic relationships in the transformative classroom. *New Directions for Adult and Continuing Education*, 2006(109), 5-13. <https://doi.org/10.1002/ace.203>
- Cranton, P. (2016). *Understanding and promoting transformative learning: A guide to theory and practice*. Sterling, VA: Stylus Publishing.
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. Los Angeles, CA: Sage.

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles, CA: Sage.
- Daniels, K. N., Patterson, G. C., Dunston, Y. L., & Dunston, Y. L. (2010). *The ultimate student teaching guide*. Thousand Oaks, CA: SAGE Publications.
- Davidson, W. S., Jimenez, T. R., Onifade, E., & Hankins, S. S. (2010). Student experiences of the adolescent diversion project: A community-based exemplar in the pedagogy of service-learning. *American Journal of Community Psychology*, 46(3-4), 442-458. <https://doi.org/10.1007/s10464-010-9337-6>
- Delpish, A., Holmes, A., Knight-McKenna, M., Mihans, R., Darby, A., King, K., & Felten, P. (2010). Equalizing voices: Student-faculty partnership in course design. In C. Werder & M. Otis (Eds.), *Engaging student voices in the study of teaching and learning* (pp. 96-114). Sterling, VA: Stylus.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, MA: D.C. Heath.
- Dewey, J. (1938). *Experience and education*. New York, NY: Touchstone.
- Dewey, J. (1971). *Experience and nature*. La Salle, IL: Open Court.
- Diem, K. (1997). *Measuring impact of educational programs (Extension fact sheet FS869)*, New Brunswick, NJ: Rutgers University.
- Dirkx, J. M. (2001). Images, transformative learning and the work of soul. *Adult Learning*, 12(3), 15-16. <https://doi.org/10.1177/104515950101200306>
- Doane, G. H., & Brown, H. (2011). Recontextualizing learning in nursing education: Taking an ontological turn. *Journal of Nursing Education*, 50(1), 21-26. <https://doi.org/10.3928/01484834-20101130-01>
- Donahue, L. M. (2001). *Students' perceptions as experiential learners in courses defined as experiential* (Doctoral dissertation). Retrieved ProQuest Dissertations & Theses. (UMI No. 304622354)
- Donalek, J. G., & Soldwisch, S. (2004). An introduction to qualitative research methods. *Urologic Nursing*, 24(4), 354-356. Retrieved from <https://www.sun.org/unj>
- Eickmann, P., Kolb, A., & Kolb, D. A. (2003). Designing learning. In R. J. Boland & F. Collopy (Eds.), *Managing as designing: Creating a New vocabulary for management education and research*. Stanford, CA: Stanford University Press.

- Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 6(4), 50-72. <https://doi.org/10.1111/j.1937-8327.1993.tb00605.x>
- Eyler, J., & Giles, D. E., Jr. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.
- Eyler, J., Giles, D. E., Jr., Stenson, C. M., & Gray, C. J. (2001). At a glance: What we know about the effects of service-learning on college students, faculty, institutions and communities, 1993-2000. Retrieved from <http://digitalcommons.unomaha.edu/slcehighered/139>
- Felder, R. M. (2010, September). Are learning styles invalid? (Hint: No!). *On-Course Newsletter*, 1-7. Retrieved from [http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS_Validity\(On-Course\).pdf](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS_Validity(On-Course).pdf)
- Felder, R. M., & Silverman, L. K. (1988). Learning and teaching styles in engineering education. *Engineering Education*, 78(7), 674-681. Retrieved from <http://www.tandfonline.com/loi/rhep17>
- Feldman, J., Monteserin, A., & Amandi, A. (2015). Automatic detection of learning styles: State of the art. *Artificial Intelligence Review*, 44(2), 157-186. <https://doi.org/10.1007/s10462-014-9422-6>
- Finch, D., Peacock, M., Lazdowski, D., & Hwang, M. (2015). Managing emotions: A case study exploring the relationship between experiential learning, emotions, and student performance. *The International Journal of Management Education*, 13(1), 23-36. <https://doi.org/10.1016/j.ijme.2014.12.001>
- Fishman, B. J. (2014). Designing usable interventions: Bringing student perspectives to the table. *Instructional Science: An International Journal of the Learning Sciences*, 42(1), 115-121. <https://doi.org/10.1007/s11251-013-9298-x>
- Flannery, B. L., & Pragman, C. H. (2008). Working towards empirically-based continuous improvements in service learning. *Journal of Business Ethics*, 80(3), 465-479. <https://doi.org/10.1007/s10551-007-9431-3>
- Forbes, B. A., Wasburn, M. H., Crispo, A. W., & Vandever, R. C. (2008). Teaching service learning: What's in it for faculty at research universities? *Journal of Higher Education Outreach and Engagement*, 12(4), 29-44. Retrieved from <http://openjournals.libs.uga.edu/index.php/jheoe/article/view/92>

- Freire, P. (1970). *Pedagogy of the oppressed* (M. B. Ramos, Trans.). New York, NY: Continuum.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. New York, NY: Rowman & Littlefield.
- Fuller, I. C. (2012). Taking students outdoors to learn in high places. *Area*, 44(1), 7-13. <https://doi.org/10.1111/j.1475-4762.2010.00990.x>
- Furco, A. (1996). Service-learning: a balanced approach to experiential education In B. Taylor & Corporation for National Service (Eds.), *Expanding boundaries: Serving and learning* (pp. 2-6). Washington, DC: Corporation for National Service.
- Furco, A. (2010). The community as a resource for learning: An analysis of academic service-learning in primary and secondary education. In H. Dumont, D. Istance, & F. Benavides (Eds.), *The nature of learning: Using research to inspire practice* (pp. 227-249). <https://doi.org/10.1787/9789264086487-12-en>
- Gärdebo, J., & Wiggberg, M. (2012). Students, the university's unspent resource: Revolutionising higher education through active student participation. Retrieved from <http://www.diva-portal.org/smash/get/diva2:1034774/FULLTEXT01.pdf>
- Giles, D. E., Jr., & Eyler, J. (1994). The theoretical roots of service-learning in John Dewey: Toward a theory of service-learning. *Michigan Journal of Community Service Learning*, 1(1), 7-85. Retrieved from <https://quod.lib.umich.edu/m/mjcs/>
- Goleman, D. (2017). *Leadership that gets results*. Cambridge, MA: Harvard Business Press.
- Griffiths, C., & İnceçay, G. (2016). Styles and style-stretching: How are they related to successful learning? *Journal of Psycholinguistic Research*, 45(3), 599-613. <https://doi.org/10.1007/s10936-015-9366-2>
- Groh, C. J., Stallwood, L. G., & Daniels, J. J. (2011). Service-learning in nursing education: Its impact on leadership and social justice. *Nursing Education Perspectives*, 32(6), 400-405. <https://doi.org/10.5480/1536-5026-32.6.400>
- Guest, G., MacQueen, K. M., & Namey, E. E. (2012). *Applied thematic analysis*. London, UK: Sage Publications.
- Hains, B. J., & Smith, B. (2012). Student-centered course design: Empowering students to become self-directed learners. *Journal of Experiential Education*, 35(2), 357-374. <https://doi.org/10.1177/105382591203500206>

- Hamilton, J. G., & Klebba, J. M. (2011). Experiential learning: A course design process for critical thinking. *American Journal of Business Education*, 4(12).
<https://doi.org/10.19030/ajbe.v4i12.6608>
- Hancock, T., Smith, S., Timpte, C., & Wunder, J. (2010). PALs: Fostering student engagement and interactive learning. *Journal of Higher Education Outreach and Engagement*, 14(4), 37-60. Retrieved from <http://openjournals.libs.uga.edu/index.php/jheoe>
- Harpe, S. E., & Phipps, L. B. (2008). Evaluating student perceptions of a learner-centered drug literature evaluation course. *American Journal of Pharmaceutical Education*, 72(6).
<https://doi.org/10.5688/aj7206135>
- Heifetz, R. A., & Laurie, D. L. (2001). The work of leadership. *Harvard Business Review*, 79(11). Retrieved from <https://hbr.org/2001/12/the-work-of-leadership>
- Hill, L. A., & Farkas, M. T. (2001). Note on team process [Case study]. Retrieved from <https://hbr.org/product/note-on-team-process/402032-PDF-ENG>
- Hoepfl, M. C. (1997). Choosing qualitative research: A primer for technology education researchers. *Journal of Technology Education*, 9(1). <https://doi.org/10.21061/jte.v9i1.a.4>
- Hoggan, C. D. (2016). Transformative learning as a metatheory: Definition, criteria, and typology. *Adult Education Quarterly*, 66(1), 57-75.
<https://doi.org/10.1177/0741713615611216>
- Honnett, E. P., & Poulsen, S. J. (1989). Principles of good practice for combining service and learning. Retrieved from <http://digitalcommons.unomaha.edu/slceguides/27>
- Houle, C. O. (1972). *The design of education*. San Francisco, CA: Jossey-Bass.
- Hunter, J. L., & Krantz, S. (2010). Constructivism in cultural competence education. *Journal of Nursing Education*, 49(4), 207-214. <https://doi.org/10.3928/01484834-20100115-06>
- Hutchings, P., Huber, M. T., & Ciccone, A. (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact*. New York, NY: John Wiley & Sons.
- Institute for the Future & Dell Technologies. (2017). The next era of human-machine partnerships. Retrieved from <http://www.iftf.org/humanmachinepartnerships/>
- Jacoby, B. (2014). *Service-learning essentials: Questions, answers, and lessons learned*. San Francisco, CA: Jossey-Bass.
- Jameson, J. K., Clayton, P. H., & Ash, S. L. (2013). Conceptualizing, assessing, and investigating academic learning in service learning. In P. H. Clayton, R. G. Bringle, & J.

- A. Hatcher (Eds.), *Research on service learning: Conceptual frameworks and assessment* (pp. 85-110). Sterling, VA: Stylus.
- Jameson, J. K., Clayton, P. H., Jaeger, A. J., & Bringle, R. G. (2012). Investigating faculty learning in the context of community-engaged scholarship. *Michigan Journal of Community Service Learning, 18*(2), 40-55. Retrieved from <https://eric.ed.gov/?id=EJ988319>
- Jarvis, P. (1987a). Adult learning in the context of teaching. *Adult Education, 60*(3), 261-266. Retrieved from <https://eric.ed.gov/?id=EJ364512>
- Jarvis, P. (1987b). Meaningful and meaningless experience: Towards an analysis of learning from life. *Adult Education Quarterly, 37*(3), 164-172. <https://doi.org/10.1177/0001848187037003004>
- Jernsand, E. M. (2017). Engagement as transformation: Learnings from a tourism development project in Dunga by Lake Victoria, Kenya. *Action Research, 15*(1), 81-99. <https://doi.org/10.1177/1476750316678913>
- Jettner, J., Pelco, L., & Elliott, K. (2017). Service-learning community partner impact assessment report. Retrieved from https://scholarscompass.vcu.edu/community_resources/75/
- Katula, R. A., & Threnhauser, E. (1999). Experiential education in the undergraduate curriculum. *Communication Education, 48*(3), 238-255. <https://doi.org/10.1080/03634529909379172>
- Keller, J. M. (1979). Motivation and instructional design: A theoretical perspective. *Journal of Instructional Development, 2*(4), 26-34. <https://doi.org/10.1007/BF02904345>
- Kielsmeier, J. (2011). Service-learning: The time is now. *The Prevention Researcher, 18*(1), 3-8. Retrieved from <https://www.ncbi.nlm.nih.gov/labs/journals/prev-res/>
- Kirkpatrick, D. (1996). Great ideas revisited. *Training & Development, 50*(1), 54-60. Retrieved from <https://www.ncbi.nlm.nih.gov/labs/journals/train-dev-j/>
- Kisfalvi, V., & Oliver, D. (2015). Creating and maintaining a safe space in experiential learning. *Journal of Management Education, 39*(6), 713-740. <https://doi.org/10.1177/1052562915574724>
- Knowles, M. S. (1975). Self-directed learning. Retrieved from <https://eric.ed.gov/?id=ED114653>
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, NJ: Cambridge Adult Education.

- Knowles, M. S. (1989). Adult learning: Theory & practice. In L. Nadler (Ed.), *The handbook of human resource development* (2nd ed., pp. 87-112). New York, NY: John Wiley & Sons.
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development*. Amsterdam, the Netherlands: Elsevier.
- Knowles, M. S., Holton, E. F., III., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development*. New York, NY: Routledge.
- Knox, A. B. (1986). *Helping adults learn*. San Francisco, CA: Jossey-Bass Publishers.
- Kolb, A., & Kolb, D. A. (2017). Experiential learning theory as a guide for experiential educators in higher education. *Experiential Learning & Teaching in Higher Education*, 1(1). Retrieved from <https://www.suu.edu/siel/elli/elthe/>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: Pearson.
- Könings, K. D., Brand-Gruwel, S., & van Merriënboer, J. J. (2010). An approach to participatory instructional design in secondary education: an exploratory study. *Educational Research*, 52(1), 45-59. <https://doi.org/10.1080/00131881003588204>
- Könings, K. D., Brand-Gruwel, S., & Van Merriënboer, J. J. (2011). Participatory instructional redesign by students and teachers in secondary education: effects on perceptions of instruction. *Instructional Science*, 39(5), 737-762. <https://doi.org/10.1007/s11251-010-9152-3>
- Könings, K. D., Seidel, T., & van Merriënboer, J. J. (2014). Participatory design of learning environments: integrating perspectives of students, teachers, and designers. *Instructional Science*, 42(1), 1-9. <https://doi.org/10.1007/s11251-013-9305-2>
- Könings, K. D., Seidel, T., Brand-Gruwel, S., & van Merriënboer, J. J. (2014). Differences between students' and teachers' perceptions of education: profiles to describe congruence and friction. *Instructional Science*, 42(1), 11-30. <https://doi.org/10.1007/s11251-013-9294-1>
- Kotter, J. P., & Cohen, D. S. (2002). *The heart of change: Real-life stories of how people change their organizations*. Cambridge, MA: Harvard Business Press.

- Kottler, J. A., & Forester-Miller, H. (1998). Personal and social change in the lives of group leaders. *Journal for Specialists in Group Work*, 23(4), 338-349. <https://doi.org/10.1080/01933929808411406>
- Kreber, C. (2013). *Authenticity in and through teaching in higher education: The transformative potential of the scholarship of teaching*. New York, NY: Routledge.
- Kuckartz, U., & McWhertor, A. (2014). *Qualitative text analysis: A guide to methods, practice & using software*. Thousand Oaks, CA: Sage.
- Lalor, J., Lorenzi, F., & Rami, J. (2014). Developing professional competence through assessment: constructivist and reflective practice in teacher-training. *Eurasian Journal of Educational Research*, 58, 45-66. <https://doi.org/10.14689/ejer.2015.58.6>
- Langley, M. E., & Brown, S. T. (2010). Perceptions of the use of reflective learning journals in online graduate nursing education. *Nursing Education Perspectives*, 31(1), 12-17. Retrieved from http://journals.lww.com/neonline/Abstract/2010/01000/PERCEPTIONS_of_the_Use_of_Reflective_Learning.5.aspx
- Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. New York, NY: Routledge.
- Lawrence, R. L. (2012). Transformative learning through artistic expression: Getting out of our heads. In E. Taylor & P. Cranton (Eds.) *The handbook of transformative learning: Theory, research, and practice* (pp. 471-485). San Francisco, CA: Jossey-Bass.
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2(4), 34-46. <https://doi.org/10.1111/j.1540-4560.1946.tb02295.x>
- Lewin, K. (1951). *Field theory in social science: Selected theoretical papers*. Chicago, IL: University of Chicago Press.
- Little, B., & Williams, R. (2010). Students' roles in maintaining quality and in enhancing learning: Is there a tension? *Quality in Higher Education*, 16(2), 115-127. <https://doi.org/10.1080/13538322.2010.485740>
- Locke, L. F., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research*. Thousand Oaks, CA: Sage.
- Lukowiak, T., & Hunzicker, J. (2013). Understanding how and why college students engage in learning. *Journal of Effective Teaching*, 13(1), 44-63. Retrieved from <https://eric.ed.gov/?id=EJ1092152>

- Machi, L. A., & McEvoy, B. T. (2009). *The literature review: Six steps to success*. Thousand Oaks, CA: Sage.
- Marques, J. F., & McCall, C. (2005). The application of interrater reliability as a solidification instrument in a phenomenological study. *The Qualitative Report*, 10(3), 439-462. Retrieved from <https://nsuworks.nova.edu/tqr/vol10/iss3/3/>
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *Journal of Computer Information Systems*, 54(1), 11-22. <https://doi.org/10.1080/08874417.2013.11645667>
- Maslow, A. H. (1968). *Toward a psychology of being*. New York, NY: Van Nostrand.
- Maslow, A. H. (1970). *Motivation and personality*. New York, NY: Harper & Row.
- McKeachie, W. J. (2002). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (11th ed.). Boston, MA: Houghton-Mifflin.
- McLeod, J. (2011). Student voice and the politics of listening in higher education. *Critical Studies in Education*, 52(2), 179-189. <https://doi.org/10.1080/17508487.2011.572830>
- Merriam S., & Caffarella, R. S. (1999). *Learning in adulthood* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Merriam, S. B. (1993). *An update on adult learning theory*. San Francisco, CA: Jossey-Bass.
- Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. New York, NY: Wiley & Sons.
- Mezirow, J. (1978). Perspective transformation. *Adult Education*, 28(2), 100-110. <https://doi.org/10.1177/074171367802800202>
- Mezirow, J. (1990). *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning*. San Francisco, CA: Jossey-Bass Publishers.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- Mezirow, J. (1994). Understanding transformation theory. *Adult Education Quarterly*, 44(4), 222-232. <https://doi.org/10.1177/074171369404400403>
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 1997(74), 5-12. <https://doi.org/10.1002/ace.7401>

- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco, CA: Jossey-Bass.
- Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education*, 1(1), 58-63. <https://doi.org/10.1177/1541344603252172>
- Mezirow, J., & Taylor, E. W. (Eds.) (2009). *Transformative learning in practice: Insights from community, workplace, and higher education*. San Francisco, CA: Jossey-Bass.
- Mitchell, E. (2014). Reflective course construction: An analysis of student feedback and its role in curricular design. *Education for Information*, 30(3-4), 149-166. <https://doi.org/10.3233/EFI-130942>
- Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning*, 14(2). Retrieved from <http://hdl.handle.net/2027/spo.3239521.0014.205>
- Mitchell, T. D. (2010). Challenges and possibilities: Linking social justice and service-learning. *Michigan Journal of Community Service Learning*, 17(1), 94-98. Retrieved from <https://quod.lib.umich.edu/m/mjcs1>
- Molee, L. M., Henry, M. E., Sessa, V. I., & McKinney-Prupis, E. R. (2011). Assessing learning in service-learning courses through critical reflection. *Journal of Experiential Education*, 33(3), 239-257. <https://doi.org/10.1177/105382590113300304>
- Moore, D. T. (2010). Forms and issues in experiential learning. *New Directions for Teaching and Learning*, 2010(124), 3-13. <https://doi.org/10.1002/tl.415>
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Moustakas, C. (2010). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Muirhead, B. (2014). *Beyond wisdom: Ideas that matter*. Cornelia, GA: Digital Impact Design.
- Naidoo, B., & Devnarain, B. (2009). Service learning: connecting higher education and civil society-are we meeting the challenge? *South African Journal of Higher Education*, 23(5), 935-352. <https://doi.org/10.4314/sajhe.v23i5.48809>
- O'Neill, G., & McMahon, S. (2012). Giving student groups a stronger voice: using participatory research and action (PRA) to initiate change to a curriculum. *Innovations in Education and Teaching International*, 49(2), 161-171. <https://doi.org/10.1080/14703297.2012.677656>

- Patton, M. Q., & Patton, M. Q. (2002). *Qualitative research & evaluation methods*. Thousand Oaks, CA: Sage.
- Perrin, J. (2014). Features of engaging and empowering experiential learning programs for college students. *Journal of University Teaching and Learning Practice*, 11(2), 2. Retrieved from <https://eric.ed.gov/?id=EJ1040736>
- Phillips, A., Bolduc, S. R., & Gallo, M. (2013). Curricular placement of academic service-learning in higher education. *Journal of Higher Education Outreach and Engagement*, 17(4), 75-96. Retrieved from <http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1095>
- Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. *Journal of Research in Science Teaching*, 2(3), 176-186. <https://doi.org/10.1002/tea.3660020306>
- Piaget, J. (1972). Development and learning. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (pp. 25-33). New York, NY: Worth Publishers.
- Piaget, J. (2008). Developmental psychology: Incorporating Piaget's and Vygotsky's theories in classrooms.
- Porfilio, B. J., & Hickman, H. (Eds.). (2011). *Critical service learning as a revolutionary pedagogy: An international project of student agency in action*. Charlotte, NC: Information Age Publishing.
- Pratt, D. D. (1993). Andragogy after twenty-five years. *New Directions for Adult and Continuing Education*, 1993(57), 15-23. <https://doi.org/10.1002/ace.36719935704>
- Pyrzczak, F., & Bruce, R. (2016). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences*. New York, NY: Routledge.
- Qualters, D. M. (2010). Bringing the outside in: Assessing experiential education. *New Directions for Teaching and Learning*, 2010(124), 55-62. <https://doi.org/10.1002/tl.421>
- Rama, D. V., Ravenscroft, S. P., Wolcott, S. K., & Zlotkowski, E. (2000). Service-learning outcomes: Guidelines for educators and researchers. *Issues in Accounting Education*, 15(4), 657-692. <https://doi.org/10.2308/iace.2000.15.4.657>
- Reid, J. M. (1995). *Learning styles in the ESL/EFL classroom*. Florence, KY: Heinle & Heinle Publishers.

- Reneland-Forsman, L. (2016). Participating with experience: A case study of students as co-producers of course design. *Higher Education Studies*, 6(1), 15-23.
<https://doi.org/10.5539/hes.v6n1p15>
- Rhodes, T. L., & Finley, A. P. (2013). *Using the VALUE rubrics for improvement of learning and authentic assessment*. Washington, DC: Association of American Colleges and Universities.
- Richards, L., & Morse, J. M. (2013). Qualitative research design. *Readme first for a user's guide to qualitative methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Rooke, D., & Torbert, W. R. (1999). The CEO's role in organizational transformation. *Systems Thinker*, 10(7), 1-5. Retrieved from <https://thesystemsthinker.com>
- Rusche, S. N., & Jason, K. (2011). "You have to absorb yourself in it" Using inquiry and reflection to promote student learning and self-knowledge. *Teaching Sociology*, 39(4), 338-353. <https://doi.org/10.1177/0092055X11418685>
- Saldaña, J. (2013). *The coding manual for qualitative researchers*. Los Angeles, CA: Sage.
- Sandelowski, M. (1995). Sample size in qualitative research. *Research in Nursing & Health*, 18(2), 179-183. <https://doi.org/10.1002/nur.4770180211>
- Schein, E. H. (2013). *Humble inquiry: The gentle art of asking instead of telling*. San Francisco, CA: Berrett-Koehler Publishers.
- Seale, J. (2010). Doing student voice work in higher education: An exploration of the value of participatory methods. *British Educational Research Journal*, 36(6), 995-1015.
<https://doi.org/10.1080/01411920903342038>
- Sharan, Y. (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. *European Journal of Education*, 45(2), 300-313.
<https://doi.org/10.1111/j.1465-3435.2010.01430.x>
- Shields, S. A., Zawadzki, M. J., & Johnson, R. N. (2011). The impact of the Workshop Activity for Gender Equity Simulation in the Academy (WAGES–Academic) in demonstrating cumulative effects of gender bias. *Journal of Diversity in Higher Education*, 4(2), 120-129. <https://doi.org/10.1037/a0022953>
- Shimazoe, J., & Aldrich, H. (2010). Group work can be gratifying: Understanding & overcoming resistance to cooperative learning. *College Teaching*, 58(2), 52-57.
<https://doi.org/10.1080/87567550903418594>

- Sigmon, R. L. (1994). Serving to learn, learning to serve: Linking service with learning [Descriptive report]. Retrieved from <https://eric.ed.gov/?id=ED446685>
- Sigmon, R. L. (1996). Journey to service-learning: Experiences from independent liberal arts colleges and universities [Descriptive report]. Retrieved from <https://eric.ed.gov/?id=ED403825>
- Silva, P., Lopes, B., Costa, M., Seabra, D., Melo, A. I., Brito, E., & Dias, G. P. (2016). Stairway to employment? Internships in higher education. *Higher Education*, 72(6), 703-721. <https://doi.org/10.1007/s10734-015-9903-9>
- Skinner, B. F. (1974). *About behaviorism*. New York, NY: Knopf.
- Skinner, B. F. (1976). *Particulars of my life*. New York, NY: McGraw-Hill.
- Sletto, B. (2010). Educating reflective practitioners: Learning to embrace the unexpected through service learning. *Journal of Planning Education and Research*, 29(4), 403-415. <https://doi.org/10.1177/0739456X10362771>
- Smart, K. L., Witt, C., & Scott, J. P. (2012). Toward learner-centered teaching: An inductive approach. *Business Communication Quarterly*, 75(4), 392-403. <https://doi.org/10.1177/1080569912459752>
- Stater, K. J., & Fotheringham, E. (2009). Mechanisms for institutionalizing service-learning and community partner outcomes. *Journal of Higher Education Outreach and Engagement*, 13(2), 7-30. Retrieved from <https://eric.ed.gov/?id=EJ905395>
- Stefaniak, J. E. (2015). The implementation of service-learning in graduate instructional design coursework. *Journal of Computing in Higher Education*, 27(1), 2-9. <https://doi.org/10.1007/s12528-015-9092-7>
- Stuckey, H. L., Taylor, E. W., & Cranton, P. (2013). Developing a survey of transformative learning outcomes and processes based on theoretical principles. *Journal of Transformative Education*, 11(4), 211-228. <https://doi.org/10.1177/1541344614540335>
- Tapp, J. (2015). Framing the curriculum for participation: A Bernsteinian perspective on academic literacies. *Teaching in Higher Education*, 20(7), 711-722. <https://doi.org/10.1080/13562517.2015.1069266>
- Taylor, A. S. A., Backlund, P., & Niklasson, L. (2012). The coaching cycle: A coaching-by-gaming approach in serious games. *Simulation & Gaming*, 43(5), 648-672. <https://doi.org/10.1177/1046878112439442>

- Taylor, E. (2000). Fostering Mezirow's transformative learning theory in the adult education classroom: A critical review. *The Canadian Journal for the Study of Adult Education*, 14(2), 1-28. Retrieved from <https://cjsae.library.dal.ca/index.php/cjsae/article/view/1929>
- Taylor, E. W. (1998). The theory and practice of transformative learning: A critical review [Information analysis]. Retrieved from <https://eric.ed.gov/?id=ED423422>
- Taylor, E. W. (2017). Transformative learning theory. In A. Laros, T. Fuhr, & E. W. Taylor (Eds.), *Transformative learning meets bildung* (pp. 17-29). https://doi.org/10.1007/978-94-6300-797-9_2
- Taylor, E. W., & Cranton, P. (2012). *The handbook of transformative learning: Theory, research, and practice*. New York, NY: John Wiley & Sons.
- Tello, G., Swanson, D., Floyd, L., & Caldwell, C. (2013). Transformative learning: A new model for business ethics education. *Journal of Multidisciplinary Research*, 5(1), 105-120. Retrieved from <http://www.jmrpublication.org/Default.aspx>
- Tempel, E. R., Seiler, T. L., & Aldrich, E. E. (Eds.) (2011). *Achieving excellence in fundraising* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Tempel, E. R., Seiler, T. L., & Burlingame, D. F. (2016). *Achieving excellence in fundraising*. New York, NY: John Wiley & Sons.
- Timken, G. L., & McNamee, J. (2012). New perspectives for teaching physical education: Preservice teachers' reflections on outdoor and adventure education. *Journal of Teaching in Physical Education*, 31(1), 21-38. <https://doi.org/10.1123/jtpe.31.1.21>
- Tisdell, E. J. (2000). Spirituality and emancipatory adult education in women adult educators for social change. *Adult Education Quarterly*, 50(4), 308-335. <https://doi.org/10.1177/074171360005000404>
- Tomkins, L., & Ulus, E. (2016). 'Oh, was that "experiential learning"?!' Spaces, synergies and surprises with Kolb's learning cycle. *Management Learning*, 47(2), 158-178. <https://doi.org/10.1177/1350507615587451>
- Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative Social Work*, 11(1), 80-96. <https://doi.org/10.1177/1473325010368316>
- University of Houston. (2016, March 23). Experiential learning needs time, experiential learners need support: Preliminary findings from study on internships suggests one semester not

- long enough. *ScienceDaily*. Retrieved from <http://www.sciencedaily.com/releases/2016/03/160323185653.htm>
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Waller, L. E., & Papadopoulos, A. (2015). Collaboration, competencies and the classroom: A public health approach. *Canadian Journal for the Scholarship of Teaching and Learning*, 6(1), 6. Retrieved from <http://www.cjsotl-rcacea.ca>
- Weber, J. E., & Weber, P. S. (2010). Service-learning: An empirical analysis of the impact of service-learning on civic mindedness. *Journal of Business, Society and Government*, 2(2), 79-94. Retrieved from <http://www.bsgconsortium.com/wp-content/uploads/2016/04/BSG-Journal-2010-V2I2-1.pdf?189db0&189db0>
- Wei, X. (2017). Using student voice in learner-centered course design. *Educational Research and Reviews*, 12(7), 403-414. <https://doi.org/10.5897/ERR2017.3182>
- Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. New York, NY: John Wiley & Sons.
- Weimer, M. (2013, January 16). Teacher-centered, learner-centered or all of the above [Web log post]. Retrieved from <https://www.facultyfocus.com/articles/teaching-professor-blog/teacher-centered-learner-centered-or-all-of-the-above/>
- Welker, R. (1991). Expertise and the teacher as expert: Rethinking a questionable metaphor. *American Educational Research Journal*, 28(1), 19-35. <https://doi.org/10.3102/00028312028001019>
- Werder, C., & Otis, M. M. (2010). *Engaging student voices in the study of teaching and learning*. Sterling, VA: Stylus.
- Wiedmer, T. (2015). Generations do differ: Best practices in leading traditionalists, boomers, and generations X, Y, and Z. *Delta Kappa Gamma Bulletin*, 82(1), 51-58. Retrieved from <http://www.dkg.org>
- Wurdinger, S. D., & Carlson, J. (2010). *Teaching for experiential learning: Five approaches that work*. Lanham, MD: Rowman & Littlefield Education.
- Wurdinger, S., Haar, J., Hugg, R., & Bezon, J. (2007). A qualitative study using project-based learning in a mainstream middle school. *Improving Schools*, 10(2), 150-161. <https://doi.org/10.1177/1365480207078048>

- Yelich Biniiecki, S. M., & Conceição, S. C. (2016). Using concept maps to engage adult learners in critical analysis. *Adult Learning, 27*(2), 51-59. <https://doi.org/10.1177/1045159515604148>
- Yorio, P. L., & Ye, F. (2012). A meta-analysis on the effects of service-learning on the social, personal, and cognitive outcomes of learning. *Academy of Management Learning & Education Academy of Management Learning & Education, 11*(1), 9-27. <https://doi.org/10.5465/amle.2010.0072>
- Zhai, X., Gu, J., Liu, H., Liang, J., & Tsai, C. (2017). An experiential learning perspective on students' satisfaction model in a flipped classroom context. *Educational Technology & Society, 20*(1), 198-210. Retrieved from <http://www.jstor.org/stable/jeductechsoci.20.1.198>
- Zhou, M. (2011). Learning styles and teaching styles in college English teaching. *International Education Studies, 4*(1), 73-77. <https://doi.org/10.5539/ies.v4n1p73>
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology, 25*(1), 82-91. <https://doi.org/10.1006/ceps.1999.1016>

APPENDIX A

IRB CITI Certificate



Completion Date 09-Jan-2018
Expiration Date 08-Jan-2023
Record ID 25734771

This is to certify that:

Michele Dietz

Has completed the following CITI Program course:

GSEP Education Division (Curriculum Group)
GSEP Education Division - Social-Behavioral-Educational (SBE) (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

Pepperdine University



Verify at www.citiprogram.org/verify/?wc0e9540b-df7e-44ab-9a14-e2a01265b3ee-25734771

APPENDIX B

IRB Approval Notice

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: February 23, 2018
Protocol Investigator Name: Michele Dietz
Protocol #: 18-01-708
Project Title: The Adult Learner's Perspective: Experiential Learning Strategies and Practices
School: Graduate School of Education and Psychology

Dear Michele Dietz:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

Mr. Brett Leach, Regulatory Affairs Specialist

APPENDIX C

Recruitment Script

Dear [Name],

I am a doctoral student in the Organizational Leadership program within the Graduate School of Education and Psychology at Pepperdine University. As part of fulfilling my degree requirements, I am conducting a study to describe the impact of experiential learning from the perspectives of graduate alumna/alumnus of Pepperdine Graziadio Business School who completed the Master of Science in Management and Leadership (MSML) capstone service-learning project.

I received your name through Dr. Bernice Ledbetter. Because of your participation in the service-learning capstone project, you have been carefully selected to participate. Participation in the study is voluntary and entails a 60-minute interview in person at a convenient location. Confidentiality will be maintained throughout the study. The questions that will be asked in the interview and an Informed Consent Form will be sent to you in advance of the interview. Your participation will be extremely valuable to the Master of Science in Management and Leadership Program, faculty, and future students.

Thank you for your participation,

Michele Dietz
Pepperdine University
Graduate School of Education and Psychology
Status: Doctoral Student

APPENDIX D

Informed Consent

PEPPERDINE UNIVERSITY

(Graduate School of Education and Psychology)

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

The Adult Learner's Perspective: Experiential Learning Strategies and Practices

You are invited to participate in a research study conducted by Michele Dietz, MSML under the direction of Dr. Farzin Madjidi, Ed.D. at Pepperdine University, because of your participation in the Education to Community (E2C) service-learning capstone project. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of this research is to describe the impact of experiential learning from the perspectives of graduate alumni of Pepperdine Graziadio Business School who completed the Master of Science in Management and Leadership (MSML) capstone service-learning project.

STUDY PROCEDURES

If you volunteer to participate in this study, your participation will include the following:

A 60-minute interview answering the following interview questions:

1. Think back to your MSML E2C capstone service-learning project. Tell me about the type of consultative services you and your team provided to this organization.
2. What was the most meaningful activities/part of your E2C project work and how did it affect you?
3. How did that activity relate to what you had learned in the program?
4. How did you ensure that you'd get the most value out of this effort outside of meeting the course requirements? What did you do to make sure you learned as much as you possibly could?
5. Were there learning strategies that were particularly helpful in preparing you to serve your client organization? Tell me about those strategies.
6. Reflecting on your E2C project, what were the difficult parts for you?
7. When considering your experiences during the E2C project, were there gaps in the course offerings that created a challenge?
8. What about your E2C team goals, did you experience challenges to achieving those? Did working with a team present a challenge? Tell me about those challenges.

9. From your experience with the E2C project, do you believe you achieved success with the project? Do you feel like you achieved success personally?
10. Tell me how you arrived at defining this success (or lack thereof).
11. Has your learning carried over into your present-day personal life and professional life? In what ways? Describe the impact of the E2C project personally. How has the E2C project impacted your current practice of leadership and management? What is the impact of the E2C project on your ability to lead change?
12. Do you have recommendations to improve the E2C project?
13. What recommendations would you make to those who design and implement such projects/programs?
14. Can you think of ways your E2C project team experience could have been better? Tell me more about this.

Your participation in the study will last for the 60-minute interview. The study will last approximately two months. The study shall be conducted at Pepperdine University's West Los Angeles and Irvine campuses, or local meeting places.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include:

- Risk to professional reputation if there is a breach of confidentiality
- Fatigue during the interview process

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to the MSML program, and the community which include:

- Faculty may use the data to underscore the importance of the MSML service-learning capstone project
- Faculty can implement strategies to strengthen the MSML program

PAYMENT/COMPENSATION FOR PARTICIPATION

You will receive \$10 gift card for your time. You do not have to answer all the questions to receive the card. The card will be given to you at the end of the interview.

CONFIDENTIALITY

I will keep your records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected laptop at my residence. The data will be stored for a minimum of three years. The data collected will be transcribed and coded de-identified. I will release the audio recording to a third party service for transcription. The audio-recording will be destroyed once it has been transcribed. Any identifiable information obtained in connection with this study will remain confidential. Your responses will be coded with a pseudonym and transcript data will be maintained separately. The data will be stored on a password protected computer in my office for three years after the study has been completed and then destroyed.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or completing only the items which you feel comfortable.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Michele Dietz, MSML at [REDACTED]; [REDACTED] or Dr. Farzin Madjidi, Ed.D. at [REDACTED]; [REDACTED] if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, [REDACTED] or [REDACTED].

SIGNATURE OF RESEARCH PARTICIPANT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

Name of Person Obtaining Consent

Signature of Person Obtaining Consent

Date

APPENDIX E

Peer Reviewer Form

Dear Reviewer:

Thank you for agreeing to participate in my research study. The table below is designed to ensure that my research questions for the study are properly addressed with corresponding interview questions.

In the table below, please review each research question and the corresponding interview questions. For each interview question, consider how well the interview question addresses the research question. If the interview question is directly relevant to the research question, please mark “Keep as stated.” If the interview question is irrelevant to the research question, please mark “Delete it.” Finally, if the interview question can be modified to best fit with the research question, please suggest your modifications in the space provided. You may also recommend additional interview questions you deem necessary.

Once you have completed your analysis, please return the completed form to me via email by Fri, Sept. 30. Thank you again for your participation.

Research Question	Corresponding Interview Question
<p>RQ 01: What learning strategies and practices did the graduate alumna/alumnus find most helpful to their learning?</p>	<p>IQ 01: Think back to your MSML E2C capstone service-learning project. Tell me about the client organization you served. What consultative services did you and your team provide to this organization?</p> <p>a. The question is directly relevant to Research question – Keep as stated</p> <p>b. The question is irrelevant to research question – Delete it</p> <p>c. The question should be modified as suggested:</p> <p>_____</p> <p>_____</p> <p>I recommend adding the following interview questions:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>IQ 02: How did the skills and knowledge you acquired during your MSML coursework help you assist your client organization achieve its mission-driven goals?</p>

	<p>a. The question is directly relevant to Research question – Keep as stated</p> <p>b. The question is irrelevant to research question – Delete it</p> <p>c. The question should be modified as suggested:</p> <p>_____</p> <p>_____</p> <p>I recommend adding the following interview questions:</p> <p>IQ 03: Were there learning strategies that were particularly helpful in preparing you to serve your client organization? Tell me about those strategies.</p> <p>a. The question is directly relevant to Research question – Keep as stated</p> <p>b. The question is irrelevant to research question – Delete it</p> <p>c. The question should be modified as suggested:</p> <p>_____</p> <p>_____</p> <p>I recommend adding the following interview questions:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>IQ 04: What about learning practices? Were there particular learning practices that helped you complete your E2C capstone project work? Tell me about them?</p> <p>a. The question is directly relevant to Research question – Keep as stated</p> <p>b. The question is irrelevant to research question – Delete it</p> <p>c. The question should be modified as suggested:</p> <p>_____</p> <p>_____</p> <p>I recommend adding the following interview questions:</p>
<p>RQ 02: What challenges did the graduate alumna/alumnus face during their experiential learning capstone</p>	<p>IQ 05: Reflecting on your E2C project, did you experience real-time challenges to achieving your personal learning objectives? Tell me about those challenges.</p> <p>a. The question is directly relevant to Research question – Keep as stated</p>

<p>project?</p>	<p>b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested:</p> <hr/> <hr/> <p>I recommend adding the following interview questions:</p> <p>IQ 06: What about your E2C team goals, did you experience challenges to achieving those? Tell me about those challenges.</p> <p>a. The question is directly relevant to Research question – Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested:</p> <hr/> <hr/> <p>I recommend adding the following interview questions:</p> <hr/> <hr/> <hr/> <hr/>
<p>RQ 03: How did the graduate alumna/alumnus measure, track, and define their personal learning success?</p>	<p>IQ 07: While working on your E2C project, how did you measure and track your learning?</p> <p>a. The question is directly relevant to Research question – Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested:</p> <hr/> <hr/> <p>I recommend adding the following interview questions:</p> <hr/> <hr/> <hr/> <hr/> <p>IQ 08: Overall, how would you describe your personal learning</p>

	<p>success during the E2C service-learning project?</p> <ul style="list-style-type: none"> a. The question is directly relevant to Research question – Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested: <hr/><hr/> <p>I recommend adding the following interview questions: <hr/><hr/><hr/></p> <p>IQ 09: Has this learning success carried over into your present-day personal life and professional life? In what ways?</p> <ul style="list-style-type: none"> a. The question is directly relevant to Research question – Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested: <hr/><hr/> <p>I recommend adding the following interview questions: <hr/><hr/><hr/></p>
<p>RQ 04: Based on their experiences, what recommendations do the graduate alumna/alumnus make specific to the design and implementation of future experiential learning programs/projects?</p>	<p>IQ 10: When considering your experiences during the E2C project, do you have recommendations for how your personal learning outcomes could have been improved?</p> <ul style="list-style-type: none"> a. The question is directly relevant to Research question – Keep as stated b. The question is irrelevant to research question – Delete it c. The question should be modified as suggested: <hr/><hr/>

I recommend adding the following interview questions:

IQ 11: Can you think of ways your E2C project team experience could have been better? Tell me more about this.

- a. The question is directly relevant to Research question – **Keep as stated**
- b. The question is irrelevant to research question – **Delete it**
- c. The question should be **modified as suggested**:

I recommend adding the following interview questions:

IQ 12: What about the client organization you served; can you think of ways the E2C project could be redesigned or implemented differently to help your client achieve its mission-driven goals?

- a. The question is directly relevant to Research question – **Keep as stated**
- b. The question is irrelevant to research question – **Delete it**
- c. The question should be **modified as suggested**:

I recommend adding the following interview questions:

APPENDIX F

Copyright Permission from John Wiley & Sons



PARTIES:

1. **John Wiley & Sons Limited** (Company number – 00641132) (Licensor); and
2. **Michele Dietz** (Licensee).

Thank you for your recent permission request. Some permission requests for use of material published by the Licensor, such as this one, are now being facilitated by PLSclear.

Set out in this licence cover sheet (the **Licence Cover Sheet**) are the principal terms under which Licensor has agreed to license certain Licensed Material (as defined below) to Licensee. The terms in this Licence Cover Sheet are subject to the attached General Terms and Conditions, which together with this Licence Cover Sheet constitute the licence agreement (the **Licence**) between Licensor and Licensee as regards the Licensed Material. The terms set out in this Licence Cover Sheet take precedence over any conflicting provision in the General Terms and Conditions.

Free Of Charge Licence Terms

Licence Date: 08/06/2018
PLSclear Ref No: 6233

The Licensor

Company name: John Wiley & Sons Limited
Address: The Atrium
Southern Gate
Chichester
PO19 8SQ
United Kingdom

The Licensee

Licensee Contact Name: Michele Dietz
Licensee Address:



Licensed Material

title: Where's the Learning in Service-Learning?
ISBN: 9780470907467
publisher: John Wiley & Sons Limited

figure number & title / caption	Table 1.1 A Service and Learning Typology
Are you requesting permission to reuse your own work?	No. I am NOT the author
page number	5

For Use In Licensee's Publication(s)

usage type	Book, Journal, Magazine or Academic Paper...-Thesis
estimated publication date	2018
language	English
number of pages	195
publication title	The Impact of Experiential Learning in a Service-Learning Context from the Adult Learners' Perspective: A Phenomenological Study
type of document	Dissertation

Rights Granted

Exclusivity:	Non-Exclusive
Format:	Thesis
Language:	English
Territory:	
Duration:	Lifetime of Licensee's Edition
Maximum Circulation:	0

GENERAL TERMS AND CONDITIONS

1. Definitions and Interpretation

1.1 Capitalised words and expressions in these General Terms and Conditions have the meanings given to them in the Licence Cover Sheet.

1.2 In this Licence any references (express or implied) to statutes or provisions are references to those statutes or provisions as amended or re-enacted from time to time. The term including will be construed as illustrative, without limiting the sense or scope of the words preceding it. A reference to in writing or written includes faxes and email. The singular includes the plural and vice versa.

2. Grant of Rights

2.1 The Licensor grants to Licensee the non-exclusive right to use the Licensed Material as specified in the Licence Cover Sheet.

2.2 The rights licensed to Licensee under this Licence do not include the right to use any third party copyright material incorporated in the Licensed Material. Licensee should check the Licensed Material carefully and seek permission for the use of any such third party copyright material from the relevant copyright owner(s).

2.3 Unless otherwise stated in the Licence Cover Sheet, the Licensed Material may be:

2.3.1 subjected to minor editing, including for the purposes of creating alternative formats to provide access for a beneficiary person (provided that any such editing does not amount to derogatory treatment); and/or

2.3.2 used for incidental promotional use (such as online retail providers' search facilities).

2.4 Save as expressly permitted in this Licence or as otherwise permitted by law, no use or modification of the Licensed Material may be made by Licensee without Licensor's prior written permission.

3. Copyright Notice and Acknowledgement

3.1 Licensee must ensure that the following notices and acknowledgements are reproduced prominently alongside each reproduction by Licensee of the Licensed Material:

3.1.1 the title and author of the Licensed Material;

3.1.2 the copyright notice included in the Licensed Material; and

3.1.3 the statement "Reproduced with permission of The Licensor through PLSclear."

4. Reversion of Rights

4.1 The rights licensed to Licensee under this Licence will terminate immediately and automatically upon the earliest of the following events to occur:

4.1.1 the Licensed Material not being used by Licensee within 18 months of the Licence Date;

4.1.2 expiry of the Licence Duration; or

4.1.3 the Maximum Circulation being reached.

5. Miscellaneous

5.1 By using the Licensed Material, Licensee will be deemed to have accepted all the terms and conditions contained in this Licence.

5.2 This Licence contains the entire understanding and agreement of the parties relating to its subject matter and supersedes in all respects any previous or other existing arrangements, agreements or understandings between the parties whether oral or written in relation to its subject matter.

5.3 Licensee may not assign this Licence or any of its rights or obligations hereunder to any third party without Licensor's prior written consent.

5.4 This Licence is governed by and shall be construed in accordance with the laws of England and Wales and the parties hereby irrevocably submit to the non-exclusive jurisdiction of the Courts of England and Wales as regards any claim, dispute or matter arising under or in relation to this Licence.

APPENDIX G

Copyright Permission from Experiential Learning and Teaching in Higher Education

6/8/2018

Pepperdine University Mail - ELTHE -- Request for Reprint Permission



Michele Dietz 'student' <michele.dietz@pepperdine.edu>

ELTHE -- Request for Reprint Permission

ELTHE Journal <elthe@suu.edu>

Fri, Jun 8, 2018 at 7:46 AM

To: Michele Dietz 'student' <[REDACTED]>

Hi Michele,

Thank you for your email.
Providing, of course, that you provide appropriate citations to the original article and ELTHE journal with the figures you may reproduce the figures listed in your request.

Best of luck with your dissertation,
Abigail

SUU **Abigail Lochtefeld** | *ELTHE* Managing Editor
*EXPERIENTIAL LEARNING & TEACHING IN HIGHER
EDUCATION*
SOUTHERN UTAH UNIVERSITY
351 W. University Blvd. Cedar City, UT 84720
O (435) 586-1991 | Web <http://www.elthe.org>



On Thu, Jun 7, 2018 at 4:57 PM, Michele Dietz 'student' <[REDACTED]> wrote:

Hi Tammy,

Thank you so much for providing the article entitled: Experiential Learning Theory as a Guide for Experiential Educators in Higher Education.

My dissertation is entitled: The Impact of Experiential Learning in a Service-learning Context from the Adult Learners' Perspective: A Phenomenological Inquiry. If possible, may I have permission to reprint the following figures in my dissertation:

Figure 2. The Experiential Learning Cycle
Figure 4. Educator Roles and Teaching around the Learning Cycle
Figure 5. The nine learning styles in the KLSI 4.0

Many thanks,
Michele Dietz

----- Forwarded message -----
From: ELTHE Journal <elthe@suu.edu>
Date: Thu, Sep 7, 2017 at 12:31 PM
Subject: Re: ELTHE Website Contact Form - Maria Brahme
To: [REDACTED]

Hello Maria,

I am the ELTHE managing editor as well as the Interlibrary Loan Coordinator, so you've found the right person to be able to assist you with this request. I'm attaching the article to this email for your

https://mail.google.com/mail/u/1/?ui=2&ik=a33acce6d6&jsver=9m6l6Tv8ENM.en.&cbl=gmail_fe_180530.13_p13&view=pt&msg=163dfdd2eb243127&search=inbox&

convenience.

SUU

Tammy Buehler | ELTHE Managing Editor

EXPERIENTIAL LEARNING & TEACHING IN HIGHER EDUCATION
SOUTHERN UTAH UNIVERSITY

351 W. University Blvd. Cedar City, UT 84720

O (435) 586-1991 | Web <http://www.elthe.org>



On Fri, Sep 1, 2017 at 12:51 PM, Maria Brahme <noreply@jotform.com> wrote:
ELTHE Journal,

You have received a new message from your contact form at <https://www.suu.edu/siel/elli/elthe/contact.html>.

From: Maria Brahme

Email Address: mbrahme@pepperdine.edu

Message:

Dear Dr. Harris,

I am a librarian at Pepperdine University in Los Angeles. I am assisting one of our doctoral students who wants to use an article from your publication (the June issue from this year) in her dissertation lit review. We have been unable to locate a willing lender through our interlibrary loan system for the article...Can you assist us in obtaining a copy of the article? It is entitled: Experiential Learning Theory as a Guide for Experiential Educators in Higher Education. Many thanks for your thoughts and assistance -
Maria Brahme