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A CASE STUDY ON THE IMPACT THAT THE MEET & TEACH PROGRAM HAS ON
YOUTH THROUGH EXPERIENTIAL LEARNING

by

Evan Brown

B.S., Southern Illinois University, 2013

M.S., Southern Illinois University, 2016

A Dissertation

Submitted in Partial Fulfillment of the Requirements for the
Doctor of Philosophy Degree

Department of Educational Administration & Higher Education
in the Graduate School
Southern Illinois University Carbondale
May 2020

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DISSERTATION APPROVAL

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YOUTH THROUGH EXPERIENTIAL LEARNING

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Evan Brown

A Dissertation Submitted in Partial

Fulfillment of the Requirements

for the Degree of

Doctor of Philosophy

in the field of Educational Administration

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March 5, 2020

AN ABSTRACT OF THE DISSERTATION OF

Evan Brown, for the Doctor of Philosophy degree in Educational Administration, presented on March 5, 2020, at Southern Illinois University Carbondale.

TITLE: A CASE STUDY ON THE IMPACT THAT THE MEET & TEACH PROGRAM HAS ON YOUTH THROUGH EXPERIENTIAL LEARNING

MAJOR PROFESSOR: Dr. Saran Donahoo

Millions of students continue to struggle academically throughout K-12, which can harm student access and retention in higher education. Also, with arts continually being removed throughout the K-12 education curricula, students have a lack of support toward enhancing their hidden talents and skillsets. This study describes the impact that the Meet & Teach program had on youth through experiential learning in relation to developing and enhancing their skillset in media arts. The two research questions that guide this study are: (a) How does the Meet & Teach program support skill development for higher education through experiential learning? (b) In what ways does experiential learning aid in increasing student's interest in pursuing higher education? Data was collected from participants using pre and post-surveys, semi-structured interviews, focus groups, as well as filmed and photographed observations. Data indicate that the Meet & Teach program supports skill development for higher education by developing participants' various skillsets. Data also indicated that experiential learning aids in increasing students' interest in pursuing higher education by providing access to hands-on experiences in the media arts. Further research is needed to identify other aspects that could strengthen the effectiveness of future media arts programming.

ACKNOWLEDGMENTS

This has been an amazing journey, but one I did not complete alone. First and foremost, I would like to thank God for giving me strength through this entire process. When tasks seemed impossible, He encouraged me to keep striving, and I did. I would also like to thank my loving and supportive family, Eric Sr., Jennifer, Jasmine, and Eric Jr. who had faith in my abilities since I was an adolescent.

I am deeply indebted to the Meet & Teach volunteers, partner organizations in Cape Town, South Africa, and participants who made this study possible. Experiences I have shared with you all will never be forgotten.

Lastly, I would like to express my deepest appreciation to my committee for your valuable and constructive suggestions during the planning and development of this research work. All of your willingness to provide me with your time so generously has been very much appreciated.

DEDICATION

I would like to dedicate this work to all creative minds pursuing interest in the Arts. Let's continue to be advocates in the fight for keeping our first loves in the educational curricula. The marathon continues!

TABLE OF CONTENTS

	<u>PAGE</u>
ABSTRACT.....	i
ACKNOWLEDGMENTS	ii
DEDICATION.....	iii
LIST OF TABLES.....	viii
CHAPTER 1 – INTRODUCTION	1
Problem Statement.....	1
Significance.....	2
Research Questions.....	2
Theoretical Framework.....	2
Research Design.....	3
Study Sample	4
Instrumentation	4
Data Analysis	5
Limitations	5
Delimitations.....	6
Assumptions.....	6
Definitions.....	7
Summary	8
CHAPTER 2 – LITERATURE REVIEW	9
Purpose of the Study	9
Media Arts	9

Experiential Learning Theory	11
Influences of Learning Models	11
Characteristics of Experiential Learning	14
Structure & Process of Experiential Learning	17
Learning Style Inventory	17
Experiential Learning Theory of Development	18
Phases of the Learning Experience	19
Practice-Based Learning	20
Application of Experiential Learning Theory	22
Pedagogical Comparisons	27
Advantages of Experiential Learning	29
Disadvantages of Experiential Learning	32
Critiques	34
CHAPTER 3 – BACKGROUND & SETTING	37
Apartheid	37
Education	38
Problems Within Cape Town Community	39
If Problems are Unaddressed	41
Meet & Teach	41
Participants Background	42
Privilege	44
THE RACE	45
CHAPTER 4 – METHODOLOGY	48

Introduction.....	48
Purpose of the Study.....	48
Research Questions.....	48
Population & Sample.....	48
Research Design.....	49
Data Collection.....	50
Data Analysis.....	53
Improving Rigor & Trustworthiness.....	53
Research Fatigue.....	55
Limitations.....	55
Summary.....	58
 CHAPTER 5 – QUANTITATIVE RESULTS	
Quantitative Results.....	58
Analysis of Data.....	58
Findings & Results.....	58
 CHAPTER 6 – QUALITATIVE RESULTS	
Quantitative Results.....	62
Conducting the Interview.....	62
Presentation of Themes.....	62
Findings & Results.....	64
 CHAPTER 7 – SUMMARY OF FINDINGS AND CONCLUSIONS, IMPLICATIONS, AND FUTURE RESEARCH.....	
Summary.....	82

Findings	84
Conclusions.....	88
Implications.....	88
Future Research	89
REFERENCES	91
APPENDICES	99
APPENDIX A Pre & Post Survey	99
APPENDIX B Recruitment Script.....	101
APPENDIX C Assent Form To Participate In Research	102
APPENDIX D Parental Consent for Child to Participate in Research	104
APPENDIX E Consent to Participate in Research	106
APPENDIX F Individual Protocol Interview Questions	108
APPENDIX G Focus Group Questions	109
APPENDIX H Demographics Pie Tables.....	110
VITA	112

LIST OF TABLES

<u>TABLE</u>		<u>PAGE</u>
TABLE 1:	Participants' Characteristics.....	59
TABLE 2:	Summary of Pre and Post Survey which include Survey Items, Themes Developed, Pre-Test Mean, Post-Test Mean, Average Pre-Test Mean, and Average Post-Test Mean	60
TABLE 3:	Themes derived from individual protocol interview and Focus group questions	63

CHAPTER 1

INTRODUCTION

Problem Statement

Millions of students continue to struggle academically throughout K-12, which can harm student access and retention in higher education. Also, with arts continually being removed throughout the K-12 education curricula, students have a lack of support toward enhancing their hidden talents. According to the Arts' Survey of Public Participation in the Arts (SPPA), attendance rates declined for all art forms. Researchers have noted a continued decline in arts participation since 1982 (Rabkin & Hedberg, 2011). Although arts in schools continue to decline, there is a need.

Teachers and students report experiencing joy due to involvement in the arts at school (Harland et al, 2000). Secondary students also report experiencing reduced stress, relaxation, and increased coping skills due to arts. Teachers express concern over the lack of accessibility to the Arts. Research shows that the joy gained from Arts participation is foundational in future engagement in the Arts after graduating school (Harland et al, 2000).

There are STEM programs that help students amass skills such as problem-solving and analytical thinking to achieve in higher education (Reardon, Brown, Brown, & Merrill, 2011). Consequently, I have created a program through my non-profit Meet & Teach, which not only provides hands-on educational workshops for youth with the implementation of media arts (videography, photography, music production, graphic design, and more), but also helps youth and college students develop skills such as leadership, entrepreneurship, communication, and self-empowerment through experiential learning. This research proposes to describe the impact that the Meet & Teach program has on youth through experiential learning in relation to

developing and enhancing their skillset in media arts.

Significance

The proposed research will contribute to filling the gap in the K-12 to higher education pipeline. I hope that the results of this research will indicate that participants will benefit from experiential learning in relation to developing and enhancing their skillset to build a pipeline for college access and success (Kazis, 2006).

Research Questions

The two research questions that will guide this study are: (a) How does the Meet & Teach program support skill development for higher education through experiential learning? (b) In what ways does experiential learning aid in increasing student's interest in pursuing higher education? Both research questions derived from preliminary research that showed the disconnect in the K-12 to higher education pipeline (Kazis, 2006).

Theoretical Framework

The theoretical framework for this study is Kolb's Experiential Learning theory. David Kolb's experiential learning theory proposes that learning consists of cognitive action that requires students to be consistent with adjusting and engaging with different environments (Bergsteiner, Avery, & Neumann, 2010). This particular learning style is considered *experiential* due to the key role experience plays in the process of learning (Kolb, 1984). Given that this research proposes to describe the impact that the Meet & Teach program has on youth through experiential learning, Kolb's theoretical approach is very beneficial.

The researcher utilized Kolb's Four Stage Experiential Learning Cycle to connect to research questions. Kolb depicts the experiential learning cycle as a four-stage process that includes four methods of learning: concrete experience, reflective observation, abstract

conceptualization, and active experimentation (Kolb, 1984). A dual bipolar dimension extracts these, which consists of concrete experience/abstract conceptualization and active experimentation/reflective observation because they represent a mixture of learning styles (Kolb, 1984, Bergsteiner, Avery, & Neumann, 2010). Both abstract and concrete dialectic symbolize two distinctive methods of grasping experience; this process is defined as prehension. Seizing experience in the world depends on theoretical analysis, and significant representation is defined as comprehension (Kolb, 1984). Experience can also be grasped through concrete experience in which Kolb describes it as apprehension. In contrast, Kolb describes the process of transforming symbolic representation of experience through intension and extension. Intension involves internal reflections, and extension involves control of the outside world (Kolb, 1984).

The researcher connected all four approaches of data collection (interviews, pre/post survey, observations, and document analysis) to the four-stage learning cycle, which relate to the research questions. For example, by conducting interviews and analyzing the data, the researcher can refer back to the four-stage learning cycle to see how the Meet & Teach program support skill development for higher education through experiential learning. The researcher can evaluate if the participants gained a new experience (concrete experience), analyze reflections on the experience of the participants (reflective observation), examine new theories that are formulated by the participants observations (abstract conceptualization), and discover how participants will use the skills developed in higher education (active experimentation).

Research Design

Utilizing mixed methods research will be very beneficial for this study. Mixed methods research consists of a combination of quantitative and qualitative research techniques, methods, or theories, into one study (Johnson & Onwuegbuzie, 2004). In this study, the researcher used

pre and post-surveys, interviews, and focus groups. The qualitative data will facilitate the study of issues in-depth and detail. In contrast, the quantitative data will provide a description of the study sample and the impact of a media arts program.

Study Sample

The researcher used purposeful sampling as a method of recruiting participants to take part in the Meet & Teach program. The researcher conducted the study in Cape Town, South Africa, at the Harvest Youth Center and Silikamva High School. This study targeted students who participate in activities at the Harvest Youth Center and Silikamva High School. Helena Fegan (Founder of the youth center) and Stan Yonamu (staff at Silikamva) assisted with recruitment. This sampling method focuses on selecting information-rich cases whose study will illuminate the questions under study (Patton, 2015). Therefore, the researcher can utilize their experience and knowledge to recruit participants who can give great insight on the research questions proposed in the study (Ary, Jacobs, Sorensen, and Razavieh, 2010).

Instrumentation

The methods used to answer the research questions will be (a) pre and post surveys, (b) interviews and, (c) observations.

A pre and post-survey were provided to participants using a Likert scale before the start of the program, asking participants various sub-questions that aid in collecting data for the research questions. A Likert scale evaluates attitudes toward a topic to see whether they strongly agree, agree, neutral, disagree, or strongly disagree with statements about the topic. A numerical value is given to the responses and calculated to determine the total score (Ary, Jacobs, Sorensen, and Razavieh, 2010). The questions provided will aid in obtaining data to assess whether participation in media arts through the Meet & Teach program impacts their lives in any

lives in any way.

The researcher provided participants with semi-structured interviews. Semi-structured interviews allow the researcher to generate questions based on the area of interest (Ary, Jacobs, Sorensen, and Razavieh, 2010). In this process, the researcher can use a set script of protocol questions but can modify questions at any time. The interview questions are open-ended to reveal the significance of what is being studied.

Observation is another method that was utilized to accumulate data. Observational data allowed the researcher to understand a program that is not entirely possible through data collected from interviews (Patton, 2015). Observations made in the workshops of the Meet & Teach program were used to support data gathered from surveys, interviews, and data analysis. The researcher used structured and participant observations. A structured observation was beneficial since there is already a question to answer. By making participatory observations, the researcher was able to build rapport, trust, and openness with the participants (Patton, 2015).

Data Analysis

The data collected from the interviews were used to help answer the two research questions proposed. A method used was data analysis. By implementing this method, the researcher was able to code and create themes that connected with the two research questions. Based on the participants' words and new ideas from the field, the researcher used thematic coding. When participants can mention skills they have developed through the Meet & Teach program, this recollection allows for a variety of perspectives on the phenomenon (Johnson, 2001, as cited in Carcary, 2009).

Limitations

The limitations placed upon this study are the following:

1. English is not the participants' first language.
2. Participants may have a difficult time understanding survey and interview questions.
3. The sample represented a nonprobability sample.
4. The study relied upon the respondents' abilities to respond to the questions accurately.
5. The requirement for active parental consent affected which youth participated.
6. Participation in this study was voluntary; therefore, not all youth participated.

Delimitations

The following delimitations should be considered:

1. Youth who participated in this study were participants in the Meet & Teach workshops provided in Cape Town, South Africa. Therefore, the results can only be generalized to the population from which the sample was taken.
2. The interviews were taken of youth who were present in the workshops on the day the interviews were recorded.
3. The pre and post surveys were given to youth who were present in the workshops on the day the surveys were administered.
4. This research study was a one-time data collection.
5. Not all participants were interested in media arts.

Assumptions

The following assumptions were made for the purposes of this study:

1. The survey was administered and scored accurately and consistently.
2. Self-report questionnaires were filled out accurately, and the lie factor did not

cause serious confounding.

3. Participants completing the survey and interviews understood the intended meaning of each question.

Definitions

Various terms will appear throughout this research that warrant clarification. The definitions of terms are provided below.

Afrikaans: One of South Africa's native languages. Afrikaans was developed by combining Dutch with elements of Malay and colonial Portuguese.

Apartheid: Stands for 'apartness' in Afrikaans. Apartheid was established as a policy to physically isolate all races within South Africa in a hierarchy of power. This system was designed for whites to be placed at the top and Africans at the bottom (Clark & Worger, 2004).

Black: Categorized as the aboriginal people of South Africa. Blacks were also defined as those who were discriminated against on the grounds of race (Saunders & Southey, 2000).

Coloured: "In South Africa, the term 'coloured' has a specialized meaning that it denotes a person of mixed racial ancestry rather than one who is black, as it does in most other parts of the world coloureds typically speak Afrikaans and English" (Adhikari, p. Viii, 2009).

Shacks: Often small shelters used as homes without proper sanitation or running water. (Clark & Worger, 2004) Shacks are made from scrap metal, wood, and cardboard.

The Arts: For the purpose of this study, the Arts refers to the following subcategories: music production, videography, photography, graphic design, and editing (Media Arts).

Township: underprivileged racially segregated areas where *black* African, *coloured* or mixed-race, and *Indian* people were ordained to live separately.

Whites: The term white was used in placed of *European* (Saunders & Southey, 2000).

Youth: Anyone between the age of 13 – 26.

Xhosa: All Nguni people who lived in the Eastern Cape and Transkei came to be called Xhosa (Saunders & Southey, 2000). Xhosa is one of the official languages of South Africa, typically spoken by Blacks.

Summary

Filling the gap in the K-12 to higher education pipeline is essential. The consequences of ignoring the gap can affect youth being interested in pursuing higher education. Through the implementation of media arts and providing hands-on experience, it is possible to tighten the gap and provide a more efficient K-12 to higher education pipeline. This study utilized pre/post-test surveys, semi-structured interviews, observations, and data analysis to gather data in investigating the benefits of experiential learning in relation to developing and enhancing the skill sets of disadvantaged youth to build a pipeline for college access and success.

CHAPTER 2

REVIEW OF LITERATURE

Purpose of Study

This research proposes to describe the impact that the Meet & Teach program has on youth through experiential learning in relation to developing and enhancing their skillset. This chapter reviews the literature relevant to this study. The following sections are included: 1) Media Arts; 2) Experiential Learning Theory; 3) Influences of Learning Models; 4) Characteristics of Experiential Learning; 5) Structure & Process of Experiential Learning; 6) Learning Style Inventory; 7) Experiential Learning Theory of Development; 8) Phases of the Learning Experience; 9) Practice-Based Learning; 10) Application of Experiential Learning Theory 11) Pedagogical Comparisons; 12) Advantages; 13) Disadvantages; and 14) Critiques

Media Arts

Media arts has evolved significantly due to the digital revolution and plays a major role in today's society. Although the media arts culture has a huge influence globally, youth pleasure and engagement from using media arts does not fit well in today's educational curricula (Green & Soap, 2007). With media being consumed and produced outside of school walls, allowing youth to gain knowledge in popular culture, it creates a distinct challenge about what formal education can or should teach (Green & Soap, 2007). Organizations offering community-based activities are often labeled as informal sites for arts education. On the other hand, these sites not only allow youth to embed themselves into their culture and communities, but it also allows organizations to implant themselves in the everyday lives of youth beyond school (Green & Soap, 2007).

Research conducted in media arts shows that youth spend a short amount of time inside

classrooms and community-based projects have the capacity to draw active, committed, and highly remarkable performances of learning among youth (Green & Soap, 2007). Data of youth engagement and success in community-based projects has been reported by Harvard and Stanford University in their national studies, examining arts learning beyond classrooms. Although both studies' primary focus was not on media arts exclusively, both studies helped create a foundation for scholarly attention to the work of artist-educators teaching through community-based projects (Green & Soap, 2007). For almost every form of arts participation, data shows the more one received of both school and community-based arts education, the more one engaged in the arts as an adult (Bergonzi & Smith, 1996).

While evidence exists demonstrating student achievement, there is a conflict surrounding the correlation between community-based projects and school-based initiatives. Furthermore, artists, workers, and teachers find media arts stimulating, challenging, and innovative, but there is a lack of validation and accreditation by the curriculum of educational institutions. Media arts work is at risk of being seen as less important (Green & Soap, 2007). Without artists being able to express themselves through activities, creative projects, and other productions, there will be a massive population of individuals who are denied experiences, access, and opportunities.

Upon the introduction of media arts, growth does not happen automatically. There is a need for research to be conducted identifying ways youth will undergo a transformative learning experience while utilizing media arts (Green & Soap, 2007). Unfortunately, there has been a major decline in media arts in the educational curricula. Oftentimes media arts are viewed as a threat to fine arts traditions (Green & Soap, 2007). With limited opportunities to engage in media arts, youth will continue to lack access to necessary skills through experiential learning.

Experiential Learning Theory

David Kolb's experiential learning theory proposes that learning consists of cognitive action that requires students to be consistent with adjusting and engaging with different environments (Bergsteiner, Avery, & Neumann, 2010). This particular learning style is considered *experiential* due to the key role experience plays in the process of learning (Kolb, 1984). Kolb's theory quickly gained advocates within educational institutions and management (Verses, Sims, & Locklear, 1991). Kolb theorizes that students learn in various ways such as concrete experience, abstract conceptualization, and reflection about active learning (Sims & Sims, 1995). Divergent learning styles indicate learning desires which can change depending on the circumstance (Bergsteiner, Avery, & Neumann, 2010).

Experiential Learning can be perceived as meaningful-discovery, which is broken down into three learning types. The first type is the application of Gestalt-insight (Boydell, 1976). Within this particular underlying process, the learner encounters a problem, reconstructs his thought process, and learns from the overall experience (Boydell, 1976). The second type of experiential learning is the application of autonomous learning theory. This particular theory focuses on the learner remodeling his experiential notions to obtain insight (Boydell, 1976). Autonomous learning contrasts from the application of Gestalt-insight because the learner identifies goals, generates their own resources, and considers all knowledge obtained. The third learning type consists of the learner learning from everyday experiences.

Influences of Learning Models

Although Kolb's experiential learning theory has played a significant role in experiential education, the forefathers of experiential learning, which included John Dewey, Kurt Lewin, and Jean Piaget, influenced Kolb's theory (Kolb, 1984). Through their research, Kolb was able to

develop the popular model we still utilize today.

Dewey's Model

John Dewey's model of experiential learning is similar to Lewin's model (Miettinen, 2000). Dewey's model describes the process of turning ambitions into reality (Kolb, 1984). His model involves observing the environment, knowledge of what has taken place in previous cases, and judgment, which analyzes observations and remembered information to see the significance between the two. Dewey focused on the importance of a student controlling learning from life experiences. He took the opposite approach of traditional education, where educators control the learning in the way they organize the content (Roberts, 2003). Dewey believed that educators should facilitate the experiences in which students engage (Roberts, 2003). Educators are also responsible for having a keen knowledge of the subject matter and participants (Roberts, 2003). Knowledge of the participants is essential because it allows educators to identify the best environments in which experiences should take place to inspire or develop a correlation between previous experiences (Roberts, 2003).

Piaget's Model

According to Piaget's model, individual thoughts are developed through different elements of experience and theory, reflection, and action (Kolb, 1984). This process occurs when there are several opportunities for the student to interact with the environment (Kolb, 1984). Piaget theorized that the most important aspect of being educated stems from interactions between theory and experience, and experiences gained in the world that lead to concepts (Kolb, 1984). Participant engagement is essential to their learning experiences instead of them being passive consumers of education.

American psychologists mostly overlooked Piaget's work due to his unorthodox research

approaches; that changed during the 1960s (Goodwin & Klausmeier, 1975). Before Piaget formed his theory, there were two notions of cognitive development, which had a significant influence on instructional design and identifying content (Saettler, 1990). One view was the idea of a learner not having the intellectual capacity to learn something until a certain level of maturity is reached (Saettler, 1990). The second view disregarded the development process and considered all cognitive development as a result of a modification in the amount of synaptic conjunctions (Saettler, 1990). Cognitive growth stems from interactions between assimilation and accommodation, which occurs in consecutive stages (Kolb, 1984). Piaget identifies these stages of cognitive development in four important stages.

The first stage consists of the child being concrete and engaged in their learning style (Kolb, 1984). The second stage involves the child maintaining their concrete position but starts to enrich a reflective position while internalizing their actions (Kolb, 1984). The third stage consists of the child becoming more independent while developing abstract symbolic powers (Kolb, 1984). The final stage consists of the child transitioning from symbolic measures of operating concretely to formal operations (Kolb, 1984). Many asked questions to see if these stages could be sped up, but Piaget believed that these stages should be reached naturally and for them not to be accelerated (Goodwin & Klausmeier, 1975). Through the use of Piaget's theory, educators can foretell the cognitive range of participants' understanding while integrating personal development with instruction (Saettler, 1990). Overall, maturing and learning does not only cultivate cognition, but interactions made between the learner and the environment aid in the cognitive development process (Saettler, 1990).

Lewinian Model

Kurt Lewin also influenced Kolb's theory of experiential learning. Lewin studied

experiential learning and coined the term action research in 1944, and he became known as the founding father (Peters & Robinson, 1984). The Lewinian model of action research is a process that starts with pragmatic experiences, trailed by data collection, and observations in relation to that experience (Kolb, 1984). In the article *Whatever Happened to Action Research* written by Nevitt Sanford, he stated “action research consisted of analysis, fact-finding, conceptualization, planning, execution, more fact-finding or evaluation; and then a repetition of this whole circle of activities; indeed, a spiral of such circles” (Sanford, 1970, p. 4). Researchers can evaluate participants after the data is analyzed and assess whether the experience impacted their behavior in future situations (Kolb, 1984).

A four-stage cycle develops as a culminating outcome, which consists of a rotation of concrete experience, observations and reflections, a formation of abstract concepts and generalizations, and testing implications of concepts in new situations (Kolb, 1984). Essentially, experiential learning allows the learner to assess encounters themselves while drawing their conclusions of what is happening (Boydell, 1976).

Characteristics of Experiential Learning

Experiential learning consists of a variety of characteristics. Kolb’s created six propositions that characterize a unique outlook on learning, which include: a conceived process, a continuous process, conflict resolutions, adapting to the world, person and environment transactions, and creating knowledge (Kolb, 1984).

Conceived as a Process

The first proposition is learning designed as a process, as opposed to outcomes (Kolb, 1984). Experiential learning differentiates from behavioral philosophies due to the focus being on conceiving learning as a process, not into terms of behavioral outcomes (Kolb, 1984). The

foundation of experiential learning lies in contrasting philosophical theories compared to behaviorist ideologies (Kolb, 1984). Kolb's philosophical approach to experiential learning is not based around ideologies being unchangeable but rather constructed and reconstructed through experience (Kolb, 1984). After analyzing Dewey's, Lewin's, and Piaget's learning models, Kolb concluded that learning is a system in which perpetual experience produces theories (Kolb, 1984).

Continuous Process

The second proposition that characterizes a distinctive outlook on learning is learning to be a repeated method grounded in experience (Kolb, 1984). This process has vital educational significance because it indicates that all learning is relearning. Educators must instill new theories and also revise traditional ones (Kolb, 1984). Learners can facilitate this process while sharing their perspectives and philosophies, testing their theories, and harmonizing the polished concepts into their ideologies.

Conflict Resolutions

The third proposition is the process of learning needing conflict resolutions between different methods to adjust to society (Kolb, 1984). Kolb highlights the dialectics in the Lewinian model, Dewey's approach, Piaget's framework, and Paulo Freire's approach. In the Lewinian model, the dialectic involves the battle between concrete experience and abstract concepts, and the clash between observation and action (Kolb, 1984). In Dewey's model, the dialectic is between acted on ideas and the logic that influences where those ideas go (Kolb, 1984). Piaget's approach involves a dual process that consists of modifying concepts to the extrinsic world and the process of assimilating experiences into theoretical frameworks; both processes cultivate cognitive learning (Kolb, 1984). Freire's approach involves the process of

learning and adaptation to the world embodied in his theory of praxis (Kolb, 1984).

After analyzing conflicts between dialectics, Kolb infers the notion that learning is a strainful and conflict-driven process (Kolb, 1984). Through this process, wisdom is gained, skill sets are developed, or new philosophies are formed through conflict between four different modes of experiential learning (Kolb, 1984). The first mode consists of concrete experience abilities. Learners must have the capacity to engage themselves in new experiences without being prejudice (Kolb, 1984). The second mode consists of reflective observation abilities. In this mode, learners must be capable of reflecting on their experiences from viewpoints (Kolb, 1984). The third mode is abstract conceptualization abilities, which involve the learner generating ideas that connect their perceptions into philosophies (Kolb, 1984). The final mode is active experimentation abilities, which consist of learners being able to utilize their philosophies to make judgments and resolve issues (Kolb, 1984).

Adapting to the World

The fourth proposition that characterizes a distinctive outlook on learning is a comprehensive method of adaptation to the world (Kolb, 1984). The predominant method of human adaptation is learning (Kolb, 1984). This notion of learning appears in all human environments, which include all phases of life from childhood to adults (Kolb, 1984). When learning is understood as a comprehensive method, it serves as a theoretical platform throughout life situations (Kolb, 1984).

Person and Environment Transactions

The fifth proposition that characterizes a distinctive outlook on learning involves human and environment transactions. The transactional connection between humans and the environment represents two definitions of the term experience (Kolb, 1984). One of the

meanings of experience is individualized and subjective, and the other definition is objective and environmental (Kolb, 1984).

Creating Knowledge

The final proposition is learning the procedure of producing knowledge. To comprehend knowledge effectively, the process of generating knowledge must be understood. Knowledge is the outcome of social and personal transactions (Kolb, 1984). This process of learning produces knowledge due to a transaction made between personal and impersonal experiences.

Structure & Process of Experiential Learning

Kolb depicts the experiential learning cycle as a four-stage process that includes four methods of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). A dual bipolar dimension extracts the four-stage process which consists of concrete experience/abstract conceptualization and active experimentation/reflective observation, because they represent a mixture of learning styles (Kolb, 1984, Bergsteiner, Avery, & Neumann, 2010). Both abstract and concrete dialectic symbolize two distinctive methods of grasping experience; this process is defined as prehension (Kolb, 1984). Seizing experience in the world is done by depending on theoretical analysis, and significant representation is defined as comprehension (Kolb, 1984). Experience can also be grasped through concrete experience in which Kolb describes it as apprehension (Kolb, 1984). In contrast, Kolb describes the process of transforming symbolic representation of experience through intention and extension (Kolb, 1984). Intension involves internal reflections, and extension requires control of the outside world (Kolb, 1984).

Learning Style Inventory

Another feature of Kolb's experiential learning theory is the Learning Style Inventory

(LSI). Kolb developed this tool as a system to assess individual learning preferences (Veres, Sims, & Locklear, 1991). LSI helps pinpoint four learning approaches to attaining knowledge, which consists of diverger, assimilator, converger, and accommodator (McCarthy, 2010).

A divergent learner best learns through concrete experience; divergent learners process knowledge through reflective observation (McCarthy, 2010). Divergent learners excel in observing current situations from a variety of perspectives (McCarthy, 2010). Divergers are very creative and conscious of values (McCarthy, 2010).

Assimilators learn better through abstract conceptualization, essentially processing knowledge through reflective observation (Kolb, 1984, McCarthy, 2010). Assimilators' strengths lie in the ability to comprehend a large scale of data and organizing it in a rational form (McCarthy, 2010). Assimilators can create philosophical models (McCarthy, 2010). They tend to concentrate more on theories and pay less attention to people (Kolb, 1984, McCarthy, 2010).

Convergent learners obtain knowledge through abstract conceptualization but utilize active experimentation to process it (McCarthy, 2010). Instead of handling social problems, convergent learners would rather take on technical projects. Convergers excel in solving issues, making judgments, and applying ideas (Kolb, 1984, McCarthy, 2010).

Accommodators learn better through concrete experience and active experimentation (McCarthy, 2010). The accommodative learning style appreciates hands-on experience and doing things (Kolb, 1984). This style is named accommodation because learners must adjust themselves to different environments (Kolb, 1984). Accommodators tend to resolve issues through trial and error (Grochow, 1973 as stated in Kolb, 1984).

Experiential Learning Theory of Development

Another feature of Kolb's experiential learning theory is the philosophy of growth and

development. The experiential learning theory of development composed three stages of maturation, which include acquisition, specialization, and integration (Kolb, 1984).

The acquisition stage ranges from birth to youth, where the development of cognitive structures takes place (Kolb, 1984). From when a child is born up until they are two years old, this is considered the first stage of acquisition and is called the sensorimotor stage, due to learning being inactive (Kolb, 1984). From years two to six, memorized visuals start to have self-sufficient status from what they symbolize; this is part of the second stage (Kolb, 1984). Stage three ranges from 7 to 11, which is the initial point of emblematic development (Kolb, 1984). The final stage ranges from 12-15 years in which emblematic powers become self-sufficient from real-life experience (Kolb, 1984). Essentially, adolescents develop a sense of self during the acquisition stage.

The second stage of the experiential learning theory of development is specialization. This stage covers formal schooling through individual experiences and work; school, personal experiences, and organizational socialization shape the cultivation of a specific style of learning (Kolb, 1984). During this stage, those in secondary education and upstart to make decisions that will assist in developing them (Kolb, 1984). Making decisions such as what college to attend, picking a major, choosing a career field, is a part of the specialization stage.

Individuality is achieved through the acquisition of handling a chosen career (Kolb, 1984).

The third stage in the development model is integration. This stage consists of non-dominant learning styles are articulated in one's career (Kolb, 1984). The demand for specific work achievements hinders this particular stage (Kolb, 1984).

Phases of the Learning Experience

In experiential education, there are different phases of the learning experience. As a part

of experiential learning, six phases outline the process, which includes: planning, introduction, activity, debriefing, summary, and evaluation (Walker & Marks, 1981).

Planning is essential when it comes to experiential learning. The planning process includes two key elements: executive judgment on the structure of the learning experience, and the initial planning process for key elements within that unique experience (Walker & Marks, 1981). The introduction phase consists of two different methods, which are comments made during the initial phase of every learning experience and clear directions that are distributed before an activity during that experience (Walker & Marks, 1981). This phase is vital because leaders must create a positive learning climate that sets the tone for the entire experience (Walker & Marks, 1981). Following the introduction phase, the activity phase takes place. Strategic planning is vital during this particular stage. In order to execute the activity effectively, the researcher must focus on mechanical aspects about the needed space, required materials/equipment, and the arrangement of participants (Walker & Marks, 1981). The next phase consists of debriefing. During this phase, it is crucial to have discussions about the activities and analyze the significance of the participants' experience (Walker & Marks, 1981). Following the debriefing phase, the summary phase takes place. In this phase, the objective is to merge the experience gained with salient learning and apply it to different scenarios (Walker & Marks, 1981). The last phase consists of conducting an evaluation to see if the learning experience was beneficial or not (Walker & Marks, 1981).

Practice-Based Learning

Practice-based learning plays a vital role in higher education. Practice-based learning is a form of experiential learning and is used interchangeably (Huggins, 2017). This pedagogical approach enables participants to meet occupational standards without immolating psychological

engagement and obtaining knowledge (Huggins, 2017). With practice-based learning being an ingredient of experiential learning, it is immersed in various learning approaches that include notions of cognitive apprenticeship, transformative disciplines, social constructivism, and public action (Huggins, 2017). One of the most critical approaches in which we can analyze the advantages of practice-based learning is through cognitive apprenticeship (Huggins, 2017).

Cognitive learning includes strategic and precise processes that aid in transferring knowledge in practice-based learning (Huggins, 2017). These processes include illustrating methods of thinking, clarifying why activities happen the way they do, observing student exercises and activities, assisting students until they can uphold themselves, student reflections, translation of reflections into a rhetorical format, and forming and testing a hypothesis, and to discover new perspectives (Huggins, 2017).

There are many colleges and universities that offer valuable experience to students looking for practice and exposure within their future occupational fields. Practice-based learning offers many high-value experiences.

Practicums & Internships

One of the practice-based learning activities higher education programs offer students are practicums. A practicum is as a workshop that enables apprentices to be exposed to a variety of tasks through hands-on learning (Willert, Keller, & Stegeager, 2011). Practicums provide the apprentice with accessible trainers who act as the coach instead of the instructor (Willert, Keller, & Stegeager, 2011). Internships offer professional experience and assist with transitioning students into the workplace more easily (Eyler, 2009). They also help minimize the degree of a reality shock when given their first job (Kramer, 1974 as cited in Taylor, 1988). However, students experience a high level of a reality shock when their work standards do not align with

the standards taught in school (Taylor, 1988).

Clinical Experiences

Clinical experience is another practice-based learning activity for students that many colleges and universities offer. During clinicals, students are exposed to participating in practical procedures and can attend clinics with specialists. Students are provided with hands-on experience and are enabled to engage in health care (Gupta, Murray, McDonell, Murphy, Underhill, 2008).

Cooperative Education

Another practice-based learning activity is cooperative education. Research shows that as students are granted opportunities for practice, it increases their motivation to learn (Huggins, 2017). Cooperative education also encourages contextual insight and is an advocate for on-demand learning, which leads to deep learning (Huggins, 2017). As a result, students who were participants of cooperative learning developed practical and psychological advantages, in which they were able to compete in the job market (Huggins, 2017).

Application of Experiential Learning Theory

There are three vital elements of student experience that tie into the overall goals of experiential learning, which consist of stimulating personal agency, creating a sense of belonging, and deepening students' competence (Carver, 1998). Vitalizing students' sense of agency enables them to take control of their lives and use the knowledge and skillset obtained as a tool to take action (Carver, 1998). Cultivating students and their communities creates a sense of belonging, which is vital because it aids in establishing positive relationships within the community. Educating students in various areas is very beneficial because individuals have critical needs for competence (Connell & Wellborn, 1991).

High School

Experiential learning is not new to the field of teaching; it has been around for many centuries. Most recently, it has become popular and more readily used. There is more research on the topic of experiential learning now than there has been in the past (Bowlby, 2015). Bowlby has taken an interest in the study of experiential learning among high school students in Colorado. His focus was upon the effectiveness of experiential education on preparing high school students for the workforce, as better work-citizens. Bowlby believes that the use of Kolb's experiential learning model allows students who participate in developing multiple memory pathways, therefore, increases their ability to retain the understanding of concepts they are learning (Bowlby, 2015).

The purpose of public-school education in the United States is to prepare students for the workforce and educational opportunities after high school graduation (Hansen-Thomas, Fredrickson, & McMahan, 2015). Not everyone is going to college. As a result, schools must equip students for career readiness as well (Hansen-Thomas, Fredrickson, & McMahan, 2015). One way to prepare students for career readiness is through experiential learning opportunities. Through their research, Hansen-Thomas, Fredrickson, & McMahan (2015) looked at the mentoring program implemented to benefit at-risk students attending Title I schools. Middle and high school students were mentored by pre-service teachers (college students). The pre-service teachers built relationships with the at-risk youth. They also took them on a field trip to tour the university. This experience benefited the preservice teachers by allowing them an opportunity to interact with students before they became teachers. It was also beneficial to middle and high school students because they were exposed to the local university; their interests were piqued about attending college (Hansen-Thomas, Fredrickson, & McMahan, 2015).

In the 1990s, the School to Work Opportunities Act set out to provide a work context for the traditional school-based learning in an effort for students to learn more effectively. Work-based learning opportunities are being provided all over the United States for high school students (Alfeld, Charner, Johnson, & Watts, 2013). The key to making these experiences effective is connecting them to the high school content they have learned. The programs used through high school experiences include internships, co-operative education, apprenticeships, and school-based enterprise (Alfeld, Charner, Johnson, & Watts, 2013).

Internships/Co-op Education

There are internship and cooperative education programs in several states. When establishing programs, schools follow guidelines that have been established by their state. The state guidelines outline age, hours of work, work type, pay, the amount of credit hours to be provided, and safety (Alfeld, Charner, Johnson, & Watts, 2013).

Apprenticeships

The apprenticeship is the most defined WBL and has clear guidelines that have been put into place by the U.S. Department of Labor. In addition to the U.S. Department of Labor's guidelines, several other states have policies. Apprenticeships are run by companies and have regulations to ensure effectiveness (Alfeld, Charner, Johnson, & Watts, 2013).

School-based Enterprise

This school-based enterprise program is a store-based program that operates as a business through a business course through the high school. Students run school-based programs. The students are responsible for taking inventory and marketing for the business endeavor (Alfeld, Charner, Johnson, & Watts, 2013).

Higher Education

Educators can use experiential learning to help prepare high school students to transition into and succeed in college in many ways. In 1971, an Experience-Based Career Education (EBCE) program was formed by educators, which provided high school students with experiential learning (Druian, Owens, & Owen as cited in Kraft & Kielsmeier, 1995). This program provided individualized learning that included essential life skills, career development, with implementation of community-based learning. EBCE was very beneficial to students and prepared them for higher education because it exposed them to a variety of careers with hands-on experience (Druian, Owens, & Owen as cited in Kraft & Kielsmeier, 1995). Another way that educators might use experiential learning to prepare high school students to transition into and succeed in college is by providing shop classes to the students. For example, Prosser Career Academy, a high school in Chicago, IL, provides hands-on workshops for their students. The workshops provided by the academy include building construction, graphic design, culinary arts, auto body, auto mechanics, heating ventilation, and air conditioning. These shops are geared toward students starting their sophomore year of high school for one class period, increases to two class periods their junior year, and three class periods their senior year. Students then graduate with a diploma in one of the fields and are prepared to transition into college in that field with a robust skill set. These students have an advantage over others because they would have obtained three years of hands-on experience before going to college.

Colleges and universities are challenged to increase civic engagement (Eyler, 2009). Educators can use experiential learning to increase student civic engagement. Educators can incorporate community service activities for high school students, which will increase their civic literacy, which gives them a sense of how to be civically engaged when they transition into

college.

Educators could also host collaborative hands-on workshops and activities with other schools that consist of different cultures and racial backgrounds. For example, three schools with students having different racial backgrounds (schools with a majority of Caucasian, Black, & Hispanic students) can have a hands-on diversity workshop in which students exchange cultures and complete fun activities with one another. This workshop can enable students whose high schools are a majority of one race, become exposed to other races and ethnicities, so they will not have a cultural shock once transitioning into college.

As a result of high-school students being exposed to experiential learning at an early stage, by the time they reach college, they would have developed a skillset that can benefit their college success. For example, if a student utilized experiential learning to enhance their videography and video editing skills throughout high-school, it exposes them to the possibility of attending college for film. If the student then goes to college for videography after having their skill set developed, they will be able to identify basic videography and video editing coursework in an introductory videography and video editing course, making it easier for them to navigate through the course. If the college or university the student goes to is an advocate for experiential learning, the student will tend to further their education and prepare themselves for graduate school (O'Neill, 1992).

Kolb's experiential learning theory has influenced many other scholars to apply his theory to their works. Joseph J. Domask, a scholar from American University in Washington, conducted a case study to see how an experiential approach to sustainability studies can achieve goals in higher education. Domask utilized four key objectives to structure the focus of the program and introduced how this approach can be used in addition to traditional lecture-style

teaching (Domask, 2007). The four key educational goals were effectively linking theory with action, supporting interdisciplinary curriculum, connecting students to job experience and career opportunities, and promoting empowerment.

Domask structured the program into a one-semester. The program consists of different elements to create the overall experience. The first element of the program includes a seminar, which takes place three days each week. By the end of the semester, students in the program would have not only connected with over 50 professionals, and students are also able to identify future careers and develop their interest within their respective fields (Domask, 2007). The second element requires students to get an internship and attend it two days per week, which provides students with hands-on experience in their respective career fields.

The last element provides students with the option to conduct a semi-independent study. Essentially, the program integrates different forms of academic approaches through experiential learning while exposing connecting students to professionals in their future career fields (Domask, 2007). By the end of the semester, students in the program connect with over 50 professionals from different career fields, which provide direct contacts to organizations, and it also enables students to identify careers and develop their interest within their respective fields.

The findings in the study showed how experiential learning empowers learners, efficiently links theory with action, supports an interdisciplinary course of study, and connects students with career experience and employment opportunities.

Pedagogical Comparisons

Besides experiential learning, many different pedagogical approaches are utilized in learning. A few of the notable pedagogical approaches are behaviorism, cognitive, and constructivist.

Behaviorist pedagogy focuses on changes in behavior based upon trial and error learning (Conole, Dyke, Oliver, & Seale, 2004). In order to develop behavioral goals, learning exercises need to be dissected into measurable tasks, which allows researchers to analyze and evaluate each task. (Mergel, 1998). One of the strengths in a behaviorist approach is that the learner is focused on a precise objective and can react naturally to the cues of what is trying to be achieved (Mergel, 1998). A weakness of behaviorism is the learner detecting themselves in a predicament where the stimulus for the right response never happens, which means the learner cannot react (Mergel, 1998).

In comparison to experiential learning, both designs have their differences. The behaviorist pedagogical approach focus is on control and adaptive responses through trial and error learning (Conole, Dyke, Oliver, & Seale, 2004). For example, pilots from World War II were trained to react to shadows of enemy planes; a response one would desire to be natural (Mergel, 1998). In contrast, experiential learning utilizes learners' reflections to transform experiences (Conole, Dyke, Oliver, & Seale, 2004).

The cognitive approach is centered around human development (Conole, Dyke, Oliver, & Seale, 2004). One of the strengths that cognitivism provides is teaching learners to complete exercises the same way for them to develop consistency (Mergel, 1998). It is essential to build a routine to avoid issues (Mergel, 1998). On the other hand, one of the weaknesses of cognitivism is the task that the learner learns how to complete may not be the most effective way for them or the situation (Mergel, 1998). In comparison to experiential learning, cognitive learning lacks the quality of individualized learning, in which experiential learning offers. For example, since experiential learning provides a hands-on, personalized experience, participants can take the experience that they are learning and apply it to other situations.

The constructivist approach allows students to develop independent intellectual structures while engaging in an environment (Conole, Dyke, Oliver, & Seale, 2004). The constructivist approach views students as scholarly thinkers who are formulating theories about the world (Conole, Dyke, Oliver, & Seale, 2004). Constructivist appreciates student input in a learning environment and teachers encourage students to share their perspectives and work in groups, which allows them to understand their ideas to utilize in lessons (Conole, Dyke, Oliver, & Seale, 2004, Haney & McArthur, 2002). Also, this approach is very beneficial in simulated experiences (Conole, Dyke, Oliver, & Seale, 2004). The constructivist approach is similar to experiential learning by allowing students to engage in an environment. The constructivist approach also encourages an open-ended experience, which makes it difficult to measure the results of the participants' learning experience (Mergel, 1998). In comparison to experiential learning, both designs share many of the same characteristics but have their differences. Constructivist focuses on the participants constructing their intellectual structures when interacting with an environment (Conole, Dyke, Oliver, & Seale, 2004). In contrast, experiential learning promotes experience as the centerpiece for learning (Conole, Dyke, Oliver, & Seale, 2004).

Advantages of Experiential Learning

There are many advantages of institutions and educators utilizing experiential learning. Experiential learning is very beneficial because it transforms knowledge obtained in a classroom setting and applies it to real-life situations outside of the classroom (Eyler, 2009). Another advantage of experiential learning is the hands-on experience participants receive. This experience helps cultivate learners' skill sets, essentially giving them an advantage over others (Cantor, 1995). Another advantage of experiential learning is that it is an advocate for diversity in college and universities, especially within classroom settings, uniting various races, economic,

and social classes (Cantor, 1995). Overall, students, instructors, and schools benefit significantly from experiential learning.

Students

Students gain valuable experience through experiential learning. One of the main advantages of experiential learning is students having the capacity to take control of their learning and being able to transition assuredly to different learning environments (Sims & Sims, 1995). Students benefit from a variety of experiential forms of education, which include internships, service learning, and community service (Littlepage, Gazley, & Bennett, 2012).

Internships provide students with professional experience and can aid with transitioning students into the workplace more smoothly (Eyler, 2009). Experience gained from internships helps students clarify their career options (Neapolitan, 1992). Students benefit from service-learning as well. Service-learning projects are merged into student's courses, which provides them with experience outside of the classroom, which helps them better understand knowledge obtained in the classroom (Furco, 1996). Community service is another outlet of experiential learning beneficial to students. Community service is valuable to students because they learn the importance of making a difference in the lives of others (Furco, 1996).

There are three beneficial elements of student experience that tie into the overall goals of experiential learning. They are stimulating personal agency, creating a sense of belonging, and deepening students' competence (Carver, 1998). Vitalizing students' sense of agency is beneficial for students because it enables them to take control of their lives and use the knowledge and skill set obtained as a tool to take action (Carver, 1998). Students also benefit from experiential learning because it cultivates them and their communities, which creates a sense of belonging; this is important because it aids in establishing positive relationships within

the community. Ultimately, students become educated in numerous areas, which is vital because individuals have critical needs for competence (Connell & Wellborn, 1991).

Instructors

Instructors can benefit from experiential learning in many ways. Instead of an instructor acting as the primary knowledge dispenser, they operate as a learning coordinator (Kraft & Kielsmeier, 1995). Experiential learning provides teachers with hands-on activities to provide to their students, which allows learners to experience the significance of the taught subject to inspire them to learn (Cantor, 1995). Instructors also benefit from experiential education because it exposes their students to contextual learning. Another way experiential learning is beneficial for instructors is by them having the possibility to run a faculty-led global seminar, which provides students with study abroad opportunities. These opportunities can be adventurous, in which the instructors can feel the risk, the reality of things, and get a sense of responsibility just like the students (Herbert, 1995).

Schools

Schools can benefit from experiential education. By schools integrating theory and hands-on experience, it enables their students to put knowledge into action. Educational institutions that offer service-learning, which is a form of experiential education, integrate learning with community service (Eyler, 2009). Service-learning is adaptable to most disciplines. As a result, it has played a vital role in schools achieving academic goals (Eyler, 2009). School systems can also benefit from offering experiential education because it enables them to promote civic engagement. Colleges and universities are challenged to increase civic engagement (Eyler, 2009). Cultivating civic literacy can be achieved through service-learning projects, essentially fulfilling the desires of liberal education and civic engagement (Eyler, 2009).

Another benefit of schools utilizing experiential learning is the opportunity for them to get the community involved. Schools can build partnerships with local organizations and allow their students to become heavily involved within the community. Not only will good partnerships provide a better community climate, the interactions between community members, the students, and the campus can expose them to the possibility of pursuing higher education (Leiderman, Furco, Zapf, & Goss, 2002).

Schools can also benefit from experiential learning by incorporating short field trips, or even providing study abroad opportunities for students to participate in to increase the impact of their learning experience. Field trips provide valuable experiences that allow participants to comprehend information more effectively (Scarce, 1997). Field trips also captivate and fascinate students, which plays a vital role in making their learning more enjoyable (Scarce, 1997). The meaningful experiences that field trips offer is hard to obtain in a classroom setting (Scarce, 1997). Schools can also benefit from experiential learning by integrating study abroad opportunities, which adds more to the learning experience of their students. Study abroad programs provide students with an enriching opportunity, which exposes them to different cultures and life-changing experiences.

Another way colleges and universities benefit from experiential learning is retaining students to pursue graduate school. Students who participate in experiential learning during their undergraduate experience tend to further their education and prepare themselves for graduate school (O'Neill, 1992).

Disadvantages of Experiential Learning

Although experiential learning has its pros, there are disadvantages as well. One of the disadvantages to experiential learning is institutions may not be entirely devoted to the process,

and students do not take control of their individualized learning; this causes challenges in regulating the process (Sims & Sims, 1995). Another con to experiential learning is the limitations of applying it to a classroom setting. Excessive noise, not having enough time, and teachers and students' obligations in other courses all set limitations on applying experiential learning in the classroom (Herbert, 1995).

There are also high risks involved in experiential learning. Experiential educators who engage students in risky, adventurous activities are faced with ethical issues of participating in life-risking activities that could potentially lead to death while participating (Hunt, 1990). These high-risks are things that cannot be controlled by the instructor (Hunt, 1990). Risky activities cause ethical dilemmas and debates about safety issues regarding students' exposure to educational activities that could injure or kill them in pursuit of those experiences (Hunt, 1990). On the other hand, high-risk activities enable participants to feel a strong sense of reality as a result of their actions, which provides a more holistic experience for the participants, and adds to their learning (Herbert, 1995).

Another disadvantage of experiential learning is that teachers may not be able to adapt to a new teaching style. Teachers are generally enforced to follow the specific curricula, which become a routine. Some instructors may not be able to lead an experiential learning class due to a lack of creativity. Instructors must have a creative mindset to utilize the immediate environment as an experiential learning space (Druian, Owens, & Owen as cited in Kraft & Kielsmeier, 1995). Instructors may also have difficulty serving as a resource and having the ability to connect students to the right people or bits of information, essentially requiring them to have a wide range of knowledge, instead of one specific area (Druian, Owens, & Owen as cited in Kraft & Kielsmeier, 1995).

Critiques

Although Kolb's approach has been very influential in learning, theorist continues to criticize his experiential learning theory. One central critique of Kolb's theory is that Kolb tries to measure different elements of cognition that are irrelevant (De Ciantis & Kirton, 1996). The three unrelated aspects are process, level, and style. (De Ciantis & Kirton, 1996). When they mention process, De Ciantis & Kirton refers to Kolb's four-stage learning cycle; level refers to the learner's capacity to perform proficiently or inadequately; style refers to how every stage is the learning cycle is approached and utilized (De Ciantis & Kirton, 1996). Instead, De Ciantis and Kurtis believe that Kolb provides information about where individuals are in reference to a beginning and endpoint (De Ciantis & Kirton, 1996). Without rejecting the critical pedagogy altogether, De Ciantis and Kirton infers that each stage within the learning cycle can be proficient in an array of styles and a separate array of levels. By dividing the three cognitive components, it aids in selecting a suitable learning style (Coffield, Moseley, Hall, & Ecclestone, 2004).

In the *Journal of Management Education*, "Behind and Beyond Kolb's Learning Cycle," Russ Vince identifies five concerns about Kolb's experiential learning cycle. One of his concerns addresses the demand for experience to be perceived as built and accommodated by connections to social power (Vince, 1998). The second issue Vince addresses is that complicated and unstable connections around philosophies are shaped between human beings as a necessary part of the four-stage learning cycle (Vince, 1998). The third issue Vince speaks out on is the need to concentrate on the here and now experience and methods of reflection between those within the education settings and the institutions they represent (Vince, 1998). The fourth issue Vince address is discovering different approaches to engage with subliminal processes; support systems

are vital (Vince, 1998). The last issue Vince points out is a further need for growth in every element of the four-stage learning cycle (Vince, 1998).

Vince provides recommendations on how to develop areas in which he made critiques without rejecting critical pedagogy altogether. To improve the lack of intellectual processes as a necessary component of the four-stage learning cycle in issues three and four, Vince suggests focusing on the value of *here and now* (Vince, 1998). In addition to using the term *here and now* to convey the significance of present time experience, Vince also feels the need to utilize the phrase in relation to a procedure for engaging with subliminal processes (Vince, 1998). There is a distinction between prior experience and proprioception, essentially being the thought of not living in the past or stressing about the future (Schein 1993, as cited in Vince, 1998). This process entails people to develop an awareness of how one's viewpoints plays a role in previous experiences, and *here and now* experiences that cause them to happen (Vince, 1998). In the article *Behind and Beyond Kolb's Learning Cycle*, Vince states, "In terms of management learning and management education, such a process necessarily involves both managers and management educators perpetuating a critical stance toward the self in context to determine whether past ways of acting remain appropriate" (Vince, 1998, p. 312). In order to enhance the efficiency of management learning, experts need to utilize models that are in agreeance with the intellectual and political complications of educational settings and also being conscious of meta-levels of learning (Vince, 1998).

Another way to improve Kolb's experiential learning theory, Vince recommends Kolb to expand the four-stage learning cycle from a model that shows the progression of personalized learning through experience to a cycle that supports the development of the individual experience through intricate and influential relationship (Vince, 1998). Vince also feels that

individuality must be acknowledged while forming new connections of power and inabilities (Vince, 1998).

Vince also believes that Kolb's experiential learning model does not offer support in reassuring that administrators understand reflective methods that govern personal thought and action (Vince, 1998). In order to make improvements, the learning cycle should help individuals find the will to question the validity of ideas that appear undoubtedly correct, and use this ability to communicate within administrative limits, and to connect more efficiently (Palmer, 1979, as cited in Vince, 1998).

Another issue Vince address is the need to enhance Kolb's learning cycle. The four-stage model only concentrates on concrete experience, reflective observation, abstract conceptualization, and active experimentation. Without rejecting the four-stage cycle entirely, Vince recommends that Kolb's improve the cycle by supporting meta-levels of education; learners would have to be cautious about personal beliefs, which essentially challenges actions made by oneself. It signifies how crucial it is to explore outside of one's thoughts on experience in order to form a unified individual, civil, and political method that can impact one's thoughts within the reflective process (Vince, 1998, Gergen, 1992).

CHAPTER 3

BACKGROUND & SETTING

Apartheid

South Africa offers many fun, luxurious, and historical top-rated attractions, which draws tourist to the Country each year. Although South Africa may be known for its famous mountains such as Lions Head and Table Mountain, offers beautiful African sceneries with great weather, and home to some of the world's most extravagant safaris, the Country still has residue left from its dark past, apartheid.

Racial segregation in South Africa was the mission of the National Party, which caused a discriminatory barrier between whites, blacks, and coloureds. The tool utilized to preserve white power was Apartheid (Readers Digest Association, 1988). The term means separate-ness in Afrikaans. Apartheid was initiated in 1948, but unofficially began in 1652 when Dutch settlers arrived (Woods & Bostock, 1986). When whites initially arrived, the Nguni, a black ethnic group, was the majority in the north, east, center, and south of the Country. The Khoi and the San were the two black superior groups who were itinerant hunters and gatherers in the west (Woods & Bostock, 1986). Dutch settlers established their territory at the Cape in 1652, making both Khoi and San tribes the first to experience permanent white settlement (Woods & Bostock, 1986). Territorial apartheid stripped black people of their land. Sexual apartheid came into effect when Jan Van Riebeeck tried to prevent his men (whites) from having intimate intercourse with the Khoi and San women. Riebeeck's attempt was a failure, which produced a mixed-race soon to be known as coloureds (Woods & Bostock, 1986). In 1949, the Prohibition of Mixed Marriages Act was put into effect as one of the first major pieces of the apartheid legislation (Readers Digest Association, 1988). Coloureds received much discrimination from both blacks

and whites because they were considered neither black nor white. Coloureds were treated fairly better than blacks, but were not treated as good as whites. Overtime, activists like Nelson Mandela fought to end segregation which was finally abolished in the early 1990s. Although apartheid in South Africa came to an end in the early 1990s, residue from racial segregation still exists today.

Education

Under Apartheid

The education system under apartheid was unfavorable for blacks. The National Party felt that the native was distinct from his white counterpart. Therefore, their education should be different, which led to mission school education being substituted for a system that would teach African to take their proper place (Readers Digest Association, 1988). Hendrik Verwoerd was appointed as the new Minister of Native Affairs, which benefited the National Party. Verwoerd stopped all government aid that was provided to mission schools, which forced them into the state system (Readers Digest Association, 1988). This system was created to limit educational potential amongst blacks. Education for blacks was dreadful, and black organizations such as the African National Congress (ANC) retaliated. The teacher to student ratio among all racial groups was unequal. The teacher to pupil ratios in elementary schools were 1:18 in white schools, 1:24 in Asian schools, 1:27 in coloured schools, and 1:39 in black schools (Byrnes, 1996). Black students in higher education suffered as well. By 1978, black students made up only 20 percent of all university students in South Africa (Byrnes, 1996). Over time, improvements were made towards black education due to the National Policy for General Affairs Act of 1984 (Byrnes, 1996). By 1995, all government-run elementary and secondary schools were integrated. Although integration occurred in the South African school system, educational institutions are

still under de facto segregation.

Post-Apartheid

The South African education system has made strides toward improving the curriculum. According to the National Curriculum Statement Grades R-12 provided by the Department of Basic Education, the curriculum intends to guarantee that adolescents obtain knowledge and skills in ways that are significant to their lives (Department of Basic Education, 2019). The national curriculum is based on the following principles: social transformation, active and critical learning, high knowledge and high skills, progression, human rights, valuing indigenous knowledge systems, credibility, quality, and efficiency (Department of Basic Education, 2019). Since the knowledge provided is meant to be basic, the curriculum is not based on other principles such as media arts, leadership, entrepreneurship, communication, and self-empowerment, through which this study attempts to enhance youth skillsets.

Problem Within Cape Town Community

Racial Barriers

The problem to be addressed is the need for youth in South Africa to be exposed to new cultures and learning experiences, which can stimulate social change towards breaking racial barriers. Today, South Africa is still heavily affected by apartheid, leaving many communities segregated into black, white, and coloured neighborhoods. It is challenging for youth to work with other adolescents from a different race or background.

Hands-on Educational Outlets

Unequal education still plays a significant role in student success. Due to underprivileged communities not receiving the same amount of funding that wealthier communities receive, programs are limited. Programs such as media arts are first amongst many to get cut. Access and

opportunity to hands-on educational workshops in media arts are needed. Youth have little to no outlets to enhance their hidden artistic side, in which they can turn theory into action.

Substance Abuse & Crime

The Cape Town community is flooded with drugs and crime. The city is battling an increasing addiction to Tik, also known as crystal meth in the United States. The malicious drug causes severe weight loss, skin problems, rage, insanity, and mental illnesses (Kapp, 2008). Youth are exposed to drugs daily. Adolescents in disadvantaged communities throughout Cape Town are influenced through peer pressure and leisure boredom (Hendricks, Savahl, & Florence, 2015). Due to the circumstances of not having access to programs or leisure activities, youth spend more time with their peers, which causes them to participate in risky behavior such as substance use (Sitnick, Shaw, & Hyde, 2014).

Crime rates in Cape Town continue to increase for several reasons: the culture of violence, income, organized crime, youth population, and more (Schonteich and Louw, 2001). Those who are wealthy are usually victims of property crimes, while the underprivileged are the victims of violent and property crimes (Schonteich and Louw, 2001). Many theorists argue that the effects of apartheid coincided with decades of political, home, and neighborhood violence, which resulted in a toxic culture (Schonteich and Louw, 2001). Organized crimes play a role in crime rates due to car hijackings, car thefts, armed robberies, and home and business invasions (Schonteich and Louw, 2001). Age and crime have a strong correlation. Teenagers and young adults are responsible for most of the crimes that are committed. Statistics show that younger males are more at risk of committing a crime than older males or females of any age (Schonteich and Louw, 2001).

If Problems are Unaddressed

If racial barriers, substance abuse, and crime are not addressed, students' social and communication skills will go undeveloped, while discrimination and segregation amongst communities continue to exist. It is imperative to stimulate social change within the communities that the participants live. Apartheid still has a major effect on communities, creating a wider racial barrier gap.

Hidden talents in many adolescents will go unnoticed if the social problems are not addressed as well. It is important that media arts are incorporated in the school systems, or made accessible throughout the community. Media arts will allow students to enhance their creative skills and exposed their artistic side within. Experiential learning opportunities will be beneficial for students to be able to actively practice knowledge that has been obtained (Kolb, 1984). Substance abuse and crime will also increase if overlooked. Providing access and opportunity is a possible solution to help prevent leisure boredom and youth from indulging in malicious crimes and activities.

Meet & Teach

Meet & Teach, a non-profit organization founded by the researcher, was designed to provide disadvantaged youth with hands-on educational workshops and sports camps. The Meet & Teach organization consists of a diverse group of volunteer coaches and workshop instructors that teach youth creative processes in areas such as videography, photography, music production, graphic design, and more. This organization was established in order to create accessible activities and provide the community with opportunities to explore their talents in ways otherwise inaccessible (Meet & Teach, 2020).

Meet & Teach has developed relationships within the Cape Town community they

serve. Outside of workshops, Meet & Teach provides by focusing on the Arts, Meet & Teach also offers a basketball camp as an incentive for those interested in sports. The Meet & Teach Basketball Camp was established as a way of adopting youth from street gangs, drugs, and crime. Meet & Teach utilizes the game of basketball as a tool to teach kids life skills such as discipline, responsibility, teamwork, and more (Meet & Teach, 2020).

Meet & Teach is also heavily involved with the Cape Town community. As an advocate of civic engagement, Meet & Teach provides college volunteers and participants of the program with service-learning and community service opportunities. Meet & Teach facilitated a process to develop civic literacy through several service-learning projects. Community service is valuable to participants because they learn the importance of making a difference in the lives of others (Furco, 1996). One of the ways that Meet & Teach engage civically is by providing care packages. Those care packages include toiletries, food, water, and other sundry items. Other ways the organization has been able to impact the community include supplying brand-new basketball rims. The community came together during this hands-on project to assist Meet & Teach with creating a public play area for everyone to use. By meeting these basics needs, Meet & Teach has established itself as a reliable source for the community it serves (Meet & Teach, 2020). Overall, Meet & Teach is dedicated to utilizing communities as their campus.

Participants Background

As mentioned, during apartheid South Africa was broken into three main races, blacks, whites, and coloureds. In the Hout Bay Community of Cape Town, where Meet & Teach served, segregation amongst races is very present today. On the west side of Hout Bay resides a township called Hangberg, where coloureds are the majority. On the east side of Hout Bay is a township called Imizamo Yethu where blacks are dominant. The rest of Hout Bay is where the

majority of whites reside. Meet & Teach participants consist of blacks, whites, and coloureds.

Black South Africans

Xhosa was the dominant language of Blacks South Africans who participated in the Meet & Teach program. Xhosa roots derived from all Nguni people who lived in eastern Cape and Transkei. Xhosa became the common language for people who were Thembu, Mpondo, Mpondomise, Bhaca, or Mfengu (Saunders & Southey, 2000). As a part of the Xhosa culture, the Xhosa language utilizes clicks while conversing, which were borrowed from the Khoe and San languages (Oliphant, Delius, & Meltzer, 2004).

Coloured South Africans

Coloured South Africans within the program and community typically spoke Afrikaans. Afrikaans is viewed as a Creole language that was developed through contact (Oliphant, Delius, & Meltzer, 2004). According to the Historical Dictionary of South Africa written by Christopher Saunders and Nicholas Southey, creolization was created through the influence of languages spoken by slaves, Khoikhoi, and people of mixed descent (Saunders & Southey, 2000).

White South Africans

White South Africans are descendants of the German, Dutch, and English (Readers Digest Association, 1988). Whites within the community of Hout Bay spoke Afrikaans and live throughout Hout Bay. Although most whites are scattered throughout Hout Bay, not too many whites are found living in the coloured and black townships.

English

Over the years, English has become quite dominant in South Africa. Although English was not the participants' first language, all of them spoke and understood English. Speakers of both Afrikaans and Xhosa may speak more than one language while conversing, which is

defined as codeswitching (Oliphant, Delius, & Meltzer, 2004). Throughout educational institutions, teachers utilize codeswitching while teaching non-English students through English to relay the appropriate message (Oliphant, Delius, & Meltzer, 2004).

Residence

The majority of the participants lived in extreme poverty. Community members refer to their homes as bungalows rather than what most people called them, shacks; the term shack is offensive). Many live in preposterous conditions with little to no access to freshwater, toilets, showers, roads, — nothing. Sustainable living is an extreme concern. Some participants from Imizamo Yethu even experienced being relocated from their homes due to a massive fire that destroyed homes, displacing a massive amount of people 2017.

Privilege

After being in South Africa and immersing myself in their cultures, I experienced a vast cultural shock. It was brought to my attention that back home in the United States, I am considered African American or black. In South Africa, I am not considered black. I am considered coloured. It forced me to look at things from a different perspective. I even began to analyze my family. My mother and brother are African American with a brown/light brown complexion, which would make them coloured. On the other hand, my father and sister are African Americans with a darker skin tone, which would make them black.

After experiencing this cultural shock, it also forced me to realize that I was privileged. Although I grew up on the west side of Chicago, where crime, drug use, and poverty are incredibly high, I was still considered privileged. I then began to share my story with people throughout the community, letting them know where I come from and how the grass is not too green on my side of town either. After having these conversations and sharing our life

backgrounds, we started noticing that we experience(d) some of the same things. I still accepted the fact that I was considered privileged. After this experience, I realized that although I did not have the same culture, I did not speak Afrikaans or Xhosa, it seemed like community members and I started speaking the same language because of our backgrounds. It then became known that I would be speaking with them, and not for them.

THE RACE

THE RACE is a program developed by the Meet & Teach organization specifically for the workshops in South Africa. THE RACE is an acronym for Teaching Hip-Hop Essentials: Rap, Artistry, Culture, and Excellence. Participants of the Meet & Teach program consist of three different races: blacks, whites, and coloureds. Not only do they have different racial backgrounds, but their languages and cultures are different as well. So, THE RACE is also symbolic of the various cultural and ethnic backgrounds of participants in the program working collaboratively, despite cultural norms of segregation. Lastly, THE RACE is a competition between a group of creative artists demonstrating the knowledge and skillsets obtained during the Meet & Teach workshops. The competition consists of multiple groups. Each group is comprised of a rap artist, videographer/photographer, graphic designer, producer, and editor. Each team is charged with creating a final project that is representative of various arts-related skills developed through the Meet & Teach experiential learning process. At the culmination of the program, each group will develop a finalized track or hip-hop song, music video, edited pictures from photoshoots, and graphic designs for an album cover. The work will be submitted to a panel of judges to determine a winner.

Meet & Teach utilizes THE RACE as an essential instrument to deliberately unite different races and ethnic backgrounds — arousing a disruption to existing racial barriers, while

simultaneously creating social change. As an effort towards exposing participants to opposing communities, Meet & Teach alternated facilities every other day. For example, on Mondays and Wednesdays, the Meet & Teach program took place at the Harvest Youth Center in the coloured community. On Tuesdays and Thursdays, the Meet & Teach program took place at Silikamva High School in the black community. Transportation was provided for all participants for the entire program.

At the beginning of the program, participants were exposed to the creative processes of a variety of artists (rappers, producers, videographers, photographers, graphic designers, and editors). Participants then chose their top three choices of interest. Meet & Teach staff then selected three participants as captains, next the captains had to select participants whom they felt would be beneficial in helping them win THE RACE. Each team essentially ended up with an artist, videographer/photographer, graphic designer, and editor. Once groups were finalized, Meet & Teach staff exposed participants to a variety of experiences needed to be successful in the industry. Those skills included how to: create a budget for a music project, draft and sign contracts, utilize cameras for filming and capturing photos, edit video footage and photos, storyboard for a video shoot, produce and record music, and more. Further, participants were exposed to eight different types of record deals. Overall, Meet & Teach utilizes experiential learning as their pedagogical approach. Under Meet & Teach's tutelage, participants are able to turn theory into practice. Each group had the opportunity to participate in a photoshoot, record a song, shoot a music video, edit video and photos, and create an album cover. The participants in each group completed all services.

During the three-week program, participants were exposed to local higher education institutions. Meet & Teach took participants on field trips to colleges such as SAE Institute and

Cape Town Audio College. Both institutions offer degrees specializing in audio engineering, digital film, animation, music business, and more. Participants were then encouraged to utilize knowledge and skills obtained throughout the program to consider pursuit of higher education.

CHAPTER 4

METHODOLOGY

Introduction

This chapter describes the methodology used to conduct research for this study. The goal of the study was to explore the impact of experiential learning on participants' desire to pursue further studies in media arts. The research seeks to gain an understanding of participants' perceptions and desires to grow their knowledge about the Arts. The following sections are included: 1) purpose; 2) research questions; 3) population and sample; 4) research design; 5) data collection; 6) data analysis; and 7) summary.

Purpose of the Study

The purpose of this study was to measure the impact that the Meet & Teach program has on youth through experiential learning in relation to developing and enhancing their skillset for higher education. This study also sought to examine various ways experiential learning aids in increasing students' interest in pursuing higher education, to build a pipeline for college access and success.

Research Questions

The two research questions that guided this study were: (a) How does the Meet & Teach program support skill development for higher education through experiential learning? (b) In what ways does experiential learning aid in increasing student's interest in pursuing higher education? Both research questions derived from preliminary research that showed the disconnect in the K-12 to higher education pipeline (Kazis, 2006).

Population & Sample

The researcher used purposeful sampling as a method of recruiting participants to take

part in the Meet & Teach program. The researcher conducted the study in Cape Town, South Africa, at the Harvest Youth Center and Silikamva High School. This study targeted youth who participate in activities at the Harvest Youth Center and Silikamva High School. Helena Fegan (Founder of the youth center) and Stan Yonamu (affiliate of Harvest Youth Center at Silikamva High School) assisted with recruitment. This sampling method focused on selecting information-rich cases whose study illuminated the questions under study (Patton, 2015). Therefore, the researcher can utilize their experience and knowledge to recruit participants who can give great insight into the research questions proposed in the study (Ary, Jacobs, Sorensen, and Razavieh, 2010). Since this study involved utilizing experiential learning, a non-traditional pedagogical approach, the researcher explained thoroughly to the participants what experiential learning was before collecting data.

Research Design

Utilizing mixed methods research very beneficial for this study. Mixed methods research consists of a combination of quantitative and qualitative research techniques, methods, or theories into one study (Johnson & Onwuegbuzie, 2004). Quantitative research relies on numerical data to explain phenomena, which is carried out by statistical analysis (Yilmaz, 2013). Qualitative research focuses on how individuals and groups construct meaning while aiming to provide thick descriptive data of the studied phenomenon (Gelo, Braakmann, & Benteka, 2008). In qualitative studies, scholars tend to review research conducted by other scholars and educators, and include it in their reports (Patten, 2007). Quantitative studies also prefer to utilize measuring tools, such as questionnaires and multiple-choice questions, that provides reduced numerical information. Qualitative, on the other hand, favors measuring tools that produce words that are difficult to reduce numerically (Patten, 2007).

Mixed methods not only aim towards harmonizing both research approaches, but it also overlooks the paradigm war, providing a more practical and logical option (Feilzer, 2009, Johnson & Onwuegbuzie, 2004). Combining both quantitative and qualitative research is an attempt to justify the practice of utilizing both approaches, instead of hindering researchers' options (Johnson & Onwuegbuzie, 2004). In order to combine research efficiently, the main characteristics of both traditional qualitative and quantitative research need to be considered (Johnson & Onwuegbuzie, 2004). Also, comprehending the pros and cons of both research methods allows space for researchers to conjoin both strategies and to utilize the fundamental principles of mixed research. Using this principle adequately is a form of validation for mixed methods research (Johnson & Onwuegbuzie, 2004). If a researcher conducts a study, the investigator has the opportunity to explain numerical data more in detail by providing a rich and thick description, through qualitative research. Essentially, a researcher can explain quantitative findings more in-depth with the use of qualitative data (Creswell, 2008).

In this study, the qualitative data facilitated the study of issues in-depth and detail, while the quantitative data measured by pre and post-test instruments analyzed the influence the program had on youth. Utilizing mixed methods and intertwining this approach with other designs can benefit a visual methodology.

Data Collection

This study was a voluntary case study. No data was collected from participants who chose to opt-out of the study. Data was collected from participants who provided assent and consent to participate in the research. Data collection included (a) pre and post-surveys, (b) semi-structured interviews (c) focus groups and, (d) filmed and photographed observations. If participants' data was incomplete from any form of data collection, participants were included.

A pre and post-survey was provided to participants using a Likert scale before the start of the program, asking participants various sub-questions that aid in collecting data for the research questions. A Likert scale evaluates attitudes toward a topic to see whether they strongly agree, agree, neutral, disagree, or strongly disagree with statements about the topic. A numerical value was given to the responses and calculated to determine the total score (Ary, Jacobs, Sorensen, and Razavieh, 2010). The questions provided aided in collecting data to assess the impact of the Meet & Teach Program on the lives of the participants in any way.

The researcher provided participants with semi-structured interviews. Semi-structured interviews allowed the researcher to generate questions based on the area of interest (Ary, Jacobs, Sorensen, and Razavieh, 2010). In this process, the researcher used a set script of protocol questions but could modify questions at any time. The data collected from the interviews were used to help answer the two research questions proposed. The interview questions were open-ended to reveal the significance of what was being studied. Interview questions included: Are you interested in the Arts in general? If so, when did you get interested in the Arts? How do you feel about experiential learning and gaining hands-on experience? What skills have you developed through experiential learning (hands-on experience)? Does experiential learning (hands-on experience) aid in enhancing your skillset? Are you interested in pursuing arts in higher education? Do you think higher education will help enhance your skillset in the arts? What other outlets do you have other than Meet & Teach to gain hands-on experience? How helpful is the staff in developing your understanding of the Arts? Do you think this program has made you a better leader? Have you become more comfortable working with people who are different from you through the Meet & Teach program? Do you think you have gained a better understanding of the business aspects during your participation in the Meet &

Teach program? Overall, have you got a feel for what it's like to work in the field of a variety of Arts through the Meet & Teach program and experiential learning? Would you recommend the Meet & Teach program to others?

Focus group interviews were also utilized. A focus group consists of interviewing a small group of people on a distinct topic (Patton, 2015). Focus groups can vary from being strategically structured to being unorganized (Darlington & Scott, 2002). Focus groups is very beneficial in making participants feel more comfortable because they relieve tension from participants because they do not have to answer every question (Darlington & Scott, 2002). In this study, the focus group interview questions were open-ended to reveal the significance of what was being studied. Focus group interview questions included: How does it feel to work with others who are different from you? Is hands-on learning beneficial to you? If so, why and how? What hands-on opportunities does your community or school offer? Are you wanting to go to college to pursue higher education? In what ways has this program influenced your college or career plans?

Observation was another method utilized to collect data. Observational data allowed the researcher to understand a program that cannot be fully evaluated through interviews alone (Patton, 2015). Observations during the Meet & Teach program were video/audio recorded and photographed. The researcher utilized all recordings and photographs to produce a social change documentary and provide a visual of the research conducted. Observations made in the workshops of the Meet & Teach program were used to support data gathered from surveys, interviews, and data analysis. The researcher used structured and participant observations. A structured observation was beneficial since there was already a question to answer. By making participatory observations, the researcher was able to build rapport, trust, and openness with the

with the participants (Patton, 2015).

Data Analysis

One method used to analyze data was document analysis. By incorporating document analysis, the researcher was able to code and create themes that answered both research questions proposed in the study. The researcher repeatedly read the participants' transcripts from the interviews to interpret their responses. Based on the participants' words and new ideas from the field, the researcher used thematic coding when participants mention skills they have developed through the Meet & Teach program, which allows for a variety of perspectives on the phenomenon (Johnson, 2001, as cited in Carcary, 2009). Thematic coding was strategically chosen to allow categories to emerge from data (Ezzy, 2002). Themes were derived from transcribed interviews. The researcher transcribed participants' responses utilizing Google Docs voice typing feature. Due to English not being participants' first language, along with having an accent, responses were manually typed when google could not thoroughly recognize parts of participants' responses.

Improving Rigor & Trustworthiness

As a part of the study, the researcher was dedicated to enhancing the rigor and trustworthiness within. Four factors were essential to establishing the trustworthiness of data collected. They consisted of credibility, transferability, dependability, and confirmability (Bowen, 2005). Establishing credibility is an important component of trustworthiness. The researcher assessed the quality of being credible by evaluating how congruent findings were with reality. To strengthen credibility for the study, the researcher achieved reflexivity by acknowledging one's beliefs and values and recognizing the influence it may have on the findings. The researcher then re-evaluated the findings and was reflexive throughout the study.

The researcher established a healthy professional relationship with the participants to build rapport. Linguistically speaking, rapport is the process of building bonds and good relationships (Adel, 2011). The researcher completed this process without eroding neutrality with the information provided by the participants (Patton, 2015). Holistically, building rapport was essential and it served as a tool to stimulate social concord (Adel, 2011).

Dependability

As a way to strengthen dependability within the study, an outside researcher conducted an external audit for them to render judgment about the quality of data collection and analysis (Patton, 2015). Having an audit conducted originated from the fiscal audit (Koch, 2006, as cited in Carcary, 2009). It is imperative that researchers provide a complete history of activities during the study (Carcary, 2009). The researcher should store documents such as raw data, observation notes, interviews, and information recorded from the field for cross-checking in order for the auditor to conduct an audit thoroughly (Guba & Lincoln, 1982, as cited in Anney, 2014).

External validity is essential to positivist wanting to apply findings in other situations. According to the *American Educational Research Journal* written by Glenn H. Bracht and Gene V. Glass, “To the extent and manner in which the results of an experiment can be generalized to different subjects, settings, experimenters, and, possibly, tests, the experiment possesses external validity” (Bracht & Glass, pg. 438).

Transferability

Transferability within this research was vital. To fortify transferability, the researcher provided precise details and a thick description to allow outside researchers to make transferability judgments themselves. Details including an outline of how participants were selected were beneficial to assist with evaluating the transferability of the data collected within

the research (Moon et al., 2016). It also allows other researchers to clone the study with similar conditions in different environments (Anney, 2014). As a way to amplify transferability to mitigate concerns regarding circumstantial uniqueness, recruitment tactics was integrated with a thick description (Guba, 1981 as cited in Moon et al., 2016). To mitigate potential threats to the study, the researcher established rapport and trust by building relationships with the participants, achieved reflexivity, and recognized positionality.

Research Fatigue

While conducting a study, it is vital to avoid research fatigue. Research fatigue is the process in which people are drained from participating in research or resist engaging in any further research (Clark, 2008). Researchers from various backgrounds often visit disadvantaged communities to examine them, gather data, record stories — never to return (Aguayo, 2019). Meet & Teach has developed long-lasting relationships within communities they serve and are civically engaged. In order for community members to trust Meet & Teach with information and data collection, it involves a contract of trust (Aguayo, 2019).

As another precautionary method to avoid research fatigue, the researcher asked short, easy to comprehend questions due to English not being many of the participants' first language. The interview/focus group process was designed to be short yet gain rich qualitative data. The participants were able to respond to questions without the challenge of having to interpret the interview/focus group questions.

Limitations

There were several limitations to the study. For this research, participants were chosen from the Harvest Youth Center and Silikamva High School, located in Cape Town, South Africa. The choices made by the researcher to gather and analyze the data inherently created limitations

to the study. The researcher worked closely with the participants. As a result, this close working relationship possibly impacted how much the participants opened up and provided honest responses. Participants' responses may have been provided because they feared losing access to the Meet & Teach Program.

Upon arriving in South Africa, an eight-hour time difference complicated communication while planning the program. I would stay up until 3 o'clock in the morning central time in America, in order to communicate with them at 11 o'clock in the morning South African time. A small sample size was used; there were fifteen participants. With a small sample size, the researcher expected to gather rich data. The information to be gathered from the participants is specific to the culture and experiences of those who participated in the Meet & Teach Program in Cape Town, South Africa.

There was not as much diverse representation as I would have liked. The study would have been more beneficial if more Whites and Coloureds participated. The program was designed to allow students to experience each community represented by the participants.

The program included 21 students, but only 15 participated in the full program and contributed to the full data collection process. Participants who did not complete the full requirements of the program, or decided not to participate in the study, were not included in data collection.

There were also technical limitations. The program had only five computers, and not all participants had cell phones or Wi-Fi access, which complicated communication. When dropped off at their homes each day, participants were given a time and location to be picked up the next morning by Meet & Teach staff.

Summary

The goal of this study is to describe the impact that the Meet & Teach program has on youth through experiential learning in relation to developing and enhancing their skillset. The proposed research will contribute to filling the gap in the K-12 to higher education pipeline. I hope that the results of this research will indicate that these students will benefit from experiential learning in relation to developing and enhancing their skillset to build a pipeline for college access and success (Kazis, 2006).

CHAPTER 5

QUANTITATIVE RESULTS

The purpose of this study was to describe the impact that the Meet & Teach program has on youth through experiential learning, in relation to developing and enhancing their skillset for higher education. This study also sought to examine various ways experiential learning aids in increasing student's interest in pursuing higher education. This chapter focuses on the analysis of the quantitative data gathered.

Analysis of Data

In order to address both research questions, a 16-item pre and post-test survey was administered. The questionnaire was developed using a Likert-Scale asking participants various sub-questions. After gathering data, the demographic data was analyzed using Statistical Package for the Social Sciences software (SPSS, INC., version 26), and the open-ended question was coded.

Findings and Results

Participants were asked to answer a 16 item pre and post-test questionnaire using a Likert-Scale to see whether they strongly agree, agree, neutral, disagree, or strongly disagree with the statements. Based on the 16 survey questions, the researcher grouped questions to create themes which consisted of personal development, artistic development, skill development, social development, college preparedness, and hopes for the future.

Demographics

Results from the study are based on the responses from participants in the Meet & Teach Program in Cape Town, South Africa. Of the possible 19 participants asked to be a part of the study, all 19 elected to participate. Due to unusable data, four participants were excluded from

the study. Of the 15 participants, nine were male (60%), and six were female (40%). Twelve (80%) of the participants identified themselves as Black, two (13.3%) Coloured, one (6.7%) White. The ages of the participants range from 13 to 24. Eleven participants lived in Imizamo Yethu (73.3%). Three of the participants lived in Hangberg (20%). Only one participant lived in Hout Bay. Two (13.3%) were in elementary school. Nine (60%) were in high-school, three (20%) graduated high-school, and one (6.7) was in college.

Table 1. *Participants Characteristics*

Gender	n	%	Race	n	%
Male	9	60.0	Black	12	80.0
Female	6	40.0	Coloured	2	13.3
			White	1	6.7
Residence	n	%	Grade	n	%
Imizamo Yethu	11	73.3	Elementary School	2	13.3
Hangberg	3	20.0	High-school	9	60.0
Hout Bay	1	6.7	Graduated High-School	3	20.0
			College	1	6.7
Descriptive Statistics	n	Minimum	Maximum	Mean	
Age	15	13.0	24.0	17.6	

The data will be reported by the themes that were developed as a result of the data analysis. In regard to personal development, the average pre-test mean score was 4.267. The average post-test mean score increased to 4.700. The average pre-test mean score for artistic development was 4.017. The average post-test mean score was 4.533. Data showed an increase in participants' understanding of the Arts and skills in the Arts. Participants' understanding of the Arts increased by 21% (pre-test mean = 3.867, post-test mean = 4.667). Participants' skills in the Arts increased by 23% (pre-test mean = 3.667, post-test mean = 4.533). The average pre-test mean for participants skills development was 3.978. The average post-test mean increased to 4.600. Participants' social skills increased as well. The average pre-test mean for social development was 4.222. The average post-test mean for social development improved to 4.667.

When asked to respond to the statement, *It is easy for me to make new friends*, participants' responses increased by 16.96% (pre-test mean = 3.933, post-test mean = 4.600). In reference to participants feeling prepared to attend college, data showed that there was a 24.54% increase from the pre to the post-test mean (3.533 to 4.400). In regards to hopes for the future, the average pre-test mean was calculated at 4.111. The average post-test mean increased to 4.600.

Table 2. *Summary of Pre and Post Survey Responses*

Theme	Survey Questions	Pre-Test Mean	Post-Test Mean	Average Pre-Test Mean	Average Post-Test Mean
Personal Development	I have self-confidence.	4.267	4.733	4.267	4.700
	I feel comfortable leading others.	4.267	4.667		
Artistic Development	I understand the Arts.	3.867	4.667	4.017	4.533
	I have skills in the Arts.	3.667	4.533		
	I am creative.	4.333	4.560		
	I like creating my own Art.	4.200	4.333		
Skill Development	I am comfortable using a camera to take pictures.	4.267	4.800	3.978	4.600
	I am comfortable using a camera to record video.	4.000	4.667		
	I am comfortable using recording software to record music.	3.667	4.333		
Social Development	I am able to communicate my thoughts effectively.	4.333	4.667	4.222	4.667
	It is easy for me to make new friends.	3.933	4.600		
	I work well in groups.	4.400	4.733		
College Preparedness	I feel prepared to go to college.	3.533	4.400	3.533	4.400
Hopes for the Future	I am interested in going to college.	4.067	4.667	4.111	4.600
	I want to study the Arts when I attend college.	3.867	4.467		
	I can see a future working in the Arts.	4.400	4.667		

Participants' self-perceptions of skills related to participation in the Arts increased in every skillset. The most growth in self-perception fell in the category of artistic development. Participants reported having a greater understanding of the Arts. They also reported having more arts-related skills. Participants also demonstrated a notable growth in their perception toward using a camera to record video and using recording software to record music. In the area of social development, the most notable improvement was in the ability to make friends. College preparedness also stood out as an area in which participants felt confident. In regard to hopes for the future, participants expressed an increased interest in going to college and studying the Arts.

CHAPTER 6

QUALITATIVE RESULTS

The purpose of this study was to describe the impact that the Meet & Teach program has on youth through experiential learning, in relation to developing and enhancing their skillset for higher education. This study also sought to examine various ways experiential learning aid in increasing student's interest in pursuing higher education. This chapter focuses on the analysis of the qualitative data gathered, which includes the following: conducting the interview, presentation of themes.

Conducting the Interview

During interview: During both individual and focus group interviews, the researcher notified participants that their responses would be video/audio recorded and photographed as a part of observation data collection. The researcher asked 13 questions during the individual interviews, and five questions during focus groups. The average individual interviews took between seven to ten minutes. Focus groups took between 10-12 minutes.

Post-interview: Following the interview, the researcher transcribed all recorded interviews into text. Although English was not participants native language, all participants' spoke and comprehended English. Both individual and focus group questions were asked in English. As mentioned, the researcher transcribed participants' responses utilizing Google Docs voice typing feature. Due to English not being participants' first language, along with having an accent, responses were manually typed when google could not thoroughly recognize parts of participants responses. After responses were transcribed, the researcher created themes.

Presentation of Themes

Thematic coding was utilized to analyze responses and create themes. Because similar

themes emerged from the individual interview protocol questions and the focus groups questions, the researcher decided to discuss all of the qualitative data together. A total of seven themes were created to group related questions. The created themes consisted of the following: artistic influences, hands-on experience, skill development, cognitive development, hopes for the future, access to experiences, and the value of the Meet & Teach program. Table 3 illustrates the connections between the themes that emerged, and the data used to extrapolate the themes. Column 2 presents the interview questions and the themes connected to them. Column three provides the same information for the focus group data.

Table 3. *Themes derived from Individual Protocol Interview and Focus Group Questions*

Theme	Individual Interview Questions	Focus Group Questions
Artistic Influences	Are you interested in the Arts in general? If so when did you get interested in the Arts? How helpful is the staff in developing your understanding of the Arts?	
Experiential Learning	How do you feel about experiential learning and gaining hands-on experience?	Is hands-on learning beneficial to you? If so, why and how?
Skill Development	What skills have you developed through experiential learning (hands-on experience)? Do you think this program has made you a better leader? Do you think you have gained a better understanding of the business aspects during your participation in the Meet & Teach program?	How does it feel to work with others who are different from you?
Cognitive Development	Have you become more comfortable working with people who are different from you through the Meet & Teach program? Does experiential learning (hands-on experience) aid in enhancing your skillset?	

Cognitive Development (continued)	Do you think higher education will help enhance your skillsets in the Arts?	
Hopes for the Future	Are you interested in pursuing arts in higher education?	Are you wanting to go to college to pursue higher-education?
Access to Experiences	What other outlets do you have other than Meet & Teach to gain hands-on experience?	What hands-on opportunities does your community or school offer?
Value of Participation in Meet & Teach Program	How helpful is the staff in developing your understanding of the Arts? Overall, have you got a feel for what it's like to work in the field of a variety of Arts through the Meet & Teach program and experiential learning? Would you recommend the Meet & Teach program to others?	In what ways has this program influenced your college or career plans?

Findings & Results

Artistic Influences/Motivation

Anything the participants encountered that increased the likelihood of them participating in the Arts represents artistic influences/motivation. Here are some examples of what they said:

Yes, I am interested in the Arts, mostly the music side, but I dab in photography and videography sometimes. I got interested in the Arts in 2015. I was chilling with my friends and relaxing at the park, and then we started freestyling, and one of my friends actually encouraged me to record one of my songs, so that's when I fell in love with making music (Batawanda).

Another participant talked about how he got interested in music. He mentioned,

Yes, I am interested in Music Production. I recently started rapping, but I want to learn to work behind the music. I want to produce my own music and make my own beats and

that's what I want to achieve. I got interested in the arts about 2-3 years ago when one of my friends in the neighborhood got a studio, and they called me up asking if I wanted to record. So I went over and recorded a freestyle and after the freestyle we started making songs. From there I built a name for myself and people started knowing Style C (Cheslyn's Rap name) and where he's from, so that's where it started. I got inspired by Nasty C, a South African musician (Cheslyn).

Family influenced other participants. One participant stated, "Well I've always been interested in the Arts, especially photography because all my life my Dad has been a photographer, so he's always inspired me to become a photographer" (Jasmine). Another participant talked about how he was influenced by his entire family. "I got interested in the Arts at a young age. I was into it because my whole family was into it" (Nash).

Other participants were influenced by school. Here are some examples of how they were swayed by their educational institute:

Yes, I am interested in the Arts, especially in painting and drawing...I became interested in the Arts in preschool. I used to draw for my teachers and draw pictures for my parents' birthdays, and they used to be proud of me (Praise).

One talked about how she was exposed to her hidden talents through school.

I am very interested in the Arts. I discovered that I like trying out new things and testing different stuff, so when I was in grade nine, I tried out for the music class, and I started playing the guitar and the bass guitar. That's when I discovered I could write my own stuff, and then I started writing poems and speeches. I also discovered I had a passion for photography when I was in grade 11 when I did a short two weeks course. We actually shot a documentary on Robert Sobukwe. When we did that, I was like "okay, this is

cool.” And then I started doing that also. That when I discovered that some of my passion and a little bit of me lies behind the camera because I can actually do that also. That's why I love the Arts (Nesha).

Some participants were seeking creative outlets and were influenced through self-motivation. One participant stated,

Yes, I am interested in the Arts, and it's working out for me because I am getting more creative. By me seeing a lot of different things, I began to imagine, and I started creating my own stuff. I became interested in 2015 when I fell in love with music and started writing my own stuff and do my own songs. I want to inspire kids out there to change because I am all about change and inspiration because I know where I come from. Every time I tell my story, I tell people stuff that I see. I always talk about where I come from, and not talk about diamonds and gold, which I don't have or own, I only talk about stuff that I see and things that I go through so people can relate (Lundi).

Another participant mentioned how he had a desire for the arts but didn't have the opportunity to take it further. He mentioned, “Yes, I am interested in the Arts. From a young age, I've been doing drawing and dabbling with photography and things like that, but I never really had an outlet to a means to take it further” (Kyle). One of the youths mentioned how they were influenced by the Meet & Teach program.

Three years ago, me and my friend Nash was walking around, and I always knew that the Market was here, but I never use to use the facilities here at the Market until we met the organization Meet & Teach, and they basically took us in and taught a little bit about video editing, music production, contracts, and the business side of the music industry, and basically showed us colleges that we could invest in if we would like to study further.

That got me to really be interested in Meet & Teach. So, for three years now I've been attending Meet & Teach whenever they are here, and I've been taking every opportunity to benefit my future...I am looking forward to continuing working with Meet & Teach as they are going to teach me much more, and I am really thankful for that, and I appreciate it (Shaun).

Participants were very interested in the Arts for a number of reasons. The most common reasons for being interested in the arts were through personal influences such as friends, family, school, and Meet & Teach. Participants acknowledge their interest piquing at various stages in their lives. Some admitted to their interest developing during early childhood, while others mentioned an awareness of the Arts during their adolescent years. All participants were able to recall when they became interested in the Arts.

Experiential Learning

David Kolb's experiential learning theory proposes that learning consists of cognitive action that requires students to be consistent with adjusting and engaging with different environments (Bergsteiner, Avery, & Neumann, 2010). When asked about experiential learning and gaining hands-on experience here are examples of what the youth had to say:

I feel really great getting hands-on experience because it's quite different from sitting in the classroom and listening to a teacher explaining the notes. I remember when you were explaining how to put on the camera lens. You didn't just show us, we actually had the chance to put on the lens and take it off ourselves (Benellinah).

Another student talked about how she learned more by being able to operate the camera.

I feel good about hands-on experience because I'm not a person that just like sitting in

class and listening to the teacher; I don't really learn that way. When we have hands-on experience, I learn much more because I actually get to work with the cameras and work with the equipment (Jasmine).

One of them mentioned how hands-on learning is appealing and captures his attention.

I think hands-on learning is very beneficial as when you're in class and in other learning institutes, they don't really show you what to do, they only tell you. So, you never get a full understanding of what it takes or how it feels to actually do it. Hands-on learning grabs your attention, and you focus a lot better you can also do it yourself (Kyle).

Olisha stated,

Gaining hands-on experience makes me feel happy because at school we don't normally get the chance to touch the stuff that we will be speaking about in class. So, hands-on learning is perfectly fine. I only got to know about hands-on learning through Meet & Teach because I got the chance to hold the cameras and use the cameras (Olisha).

Other participants felt that gaining hands-on experience was very beneficial to the way they comprehend information. One of the youth mentioned how he enjoys learning by using his hands. Batwanda stated, "Gaining hands-on experience is good for me because it helps me learn how to do it and how to operate the different things by using my hands." Another participant mentioned how experiential learning helps them learn at a swifter pace.

I like it because that's the quickest way for me to learn. I am a bit of a slow learner if I am reading from the books, so I prefer hands-on experience because I learn faster that way, and I am learning it (Nash).

One young person explained how hands-on experience is just as vital as the theory being

taught.

Hands-on experience is my way of learning because I won't forget what I have learned. I think that hands-on experience is very important because if you don't know what you have been taught and don't put it into practice, it's kind of a disadvantage. So, hands-on experience is just as important as the theory part (Shaun).

Participants were ecstatic about gaining hands-on experience because it was different from the traditional pedagogical approach. They noted that there is a distinct disconnect between traditional learning approaches and experiential learning. Participants identified experiential learning as the better way to learn. In fact, they noted a need to learn through hands-on approaches and experiential learning.

Skill Development

Skill development is the process of identifying the gap, then improving and advancing these skills. One of the main purposes of the study was to develop the skillset of participants. When asked about skill development, participants had much to share. Lerato stated, "I have developed a lot of skills through hands-on learning. I can use a camera, take pictures, be backstage — setting up the camera, and deciding what settings to use when outdoor and indoor." Batwanda explained how the things he learned coincides with music,

The skills that I've developed through experiential learning is how to edit videos, how to use cameras, how to edit pictures — basically learning new things that connect with music. For example, shooting videos, and learning how the different types of lights should be set up during interviews and pictures (Batwanda).

When it came to working in groups Benellinah stated, "I have gained other skills such as being committed and teamwork. I've learned how to participate with other people." Another

participant talked about how she has become more patient while working with others.

I was very impatient at first, and my temper was a little bit off. So now I am very patient. I don't know how, but I have grown to be much more patient with everything, and not only take my time, but also manage my time. I can actually relate to people who take their time. Now I just sit down and wait for things to happen because in my situation I love photography, so sometimes you don't get the right shot and you just have to be patient. Everything takes its own time (Nesha).

Praise discussed how he had gained leadership skills and ways he can apply those skills in the future. He stated,

Meet & Teach has helped me become a better leader. As a leader, I can take the skills that I have learned from the program and start my own thing that not only helps youth, but helps adults as well. Because here, we do not just depend on the youth, but we depend on the elderly as well (Praise).

Participants explained how their communication skills had developed tremendously. Some of the participants talked about how they do not sense the feel of being segregated. Calvin stated, "I feel so comfortable working with people from different communities now. I have the mindset of "We are one," and we are all the same." Jasmine mentioned how THE RACE has made her more comfortable communication with others from different backgrounds and cultures. She stated,

I have become more comfortable working with different people. Before this I didn't really talk to other people from different communities because I have just been here in my community talking to my community. So, when Meet & Teach created THE RACE and brought people from other communities, we really got to talk and so I learned how to become more comfortable with them (Jasmine).

Cheslyn talked about how he has become more comfortable because everyone is treated equally.

Yes, I have become more comfortable working with people who are different from me because with Meet & Teach, it's not about where you come from, your race, it doesn't matter your culture, you can just come. As long as you're with Meet & Teach, that's when you're one big family and like you treat each other equally, and that's what it's all about (Cheslyn).

Lerato mentioned how her community tends to segregate themselves from other races.

Working with people who come from different communities is amazing because where I come from in IY (Imizamo Yethu township), we tend to isolate ourselves from people who are different from us because of their backgrounds and cultures. But here at Meet & Teach we have the same goal, and we work together without judgment (Lerato).

Olisha mentioned how working together from different communities creates space to work collaboratively in the Arts.

It is very great working with other people that are from Imizamo Yethu (black community) and Hangberg (coloured community) so that we can get along and we can do different kinds of things together like photography, music, and graphic design (Olisha).

Another participant mentioned how why he feels he a better leader in his community. "This program has made me a better leader by teaching me how to work together with people from different backgrounds and cultures. Now I see myself as a better leader in the community as well" (Mutsa).

Participants discussed how they were able to learn practical skills such as dealing with contracts, understanding business, how to budget, and the type of record deals available for rap

artists. Cheslyn mentioned why it is important to understand the business side of the music industry.

Yes, I definitely have learned a lot about the business side of music because without knowing the business side of music in the industry, you could lose out a lot. People that are smart and educated could take your talents and put it all to waste, and they could use you and make money out of you. So, it's good that you know the business side of music so you know what you're doing and know what you're getting yourself into (Cheslyn).

Batwanda mentioned how he was exposed to record deals.

Meet & Teach also showed me the different types of deals you can get as an artist, which is eight different types of deals...The artist deal is the one that I would prefer...It helps you sign your own artist. When you get put on, you can put someone else on, which is a good thing because you have to keep the movement growing (Batwanda)

Lerato talked about how her experience was signing contracts.

I have gained a better understanding of the business and Arts especially when we did the budgets and contracts. At school, we don't really get those chances, but Meet & Teach has helped us with that. The experience with signing contracts was amazing because I never knew (Lerato).

Youth who participated in the research reported that their involvement in the program has helped enhance their skills in a variety of areas. Several participants believe experiential learning enhanced their skills in using cameras, editing videos, capturing photos, and more. Acquisition of those technical artistic skills was evident in their final projects. Other participants talked about how experiential learning has helped develop essential life skills such as teamwork, time management, being committed, communication, and leadership.

Cognitive Development

Cognitive development is the creation of thought processes, which includes memorizing, solving problems, and making decisions. Experiential learning helps stimulate cognitive growth, enhancing the way participants memorize information in order to get tasks done. Here are some examples of what participants had to say: Lerato mentioned how hands-on experience enhances her skillset making things easier to comprehend.

Hands-on experience helps me a lot. It helps my brain function a lot because there are a lot of settings, and there are a lot of things that you have to remember, and hands-on learning makes it easier for me to do those things (Lerato).

Praise also talked about how his skillset is enhanced through experiential learning, making things easier for him to get done.

Yes, I think experiential learning does aid in enhancing my skillset because like I said, I am a more practical guy, I like drawing and playing soccer. I just don't like learning, studying, and writing in classrooms. Experiential learning enhances my skillset because the more stuff I do with my hands, the more knowledge I gain because I can see it and do it. I don't have to go to a book and write. It's in front of me, and it makes it easier for me to do it (Praise).

Shaun mentioned how experiential learning enhanced his skills-set, allowing him to become more familiar with the camera.

Hands-on experience enhances my skillset by teaching more about how to use the camera physically. It helps me a lot because I know how to use a camera. I know how to take stable shots. I know how to make good videos. That helps me a lot because like I said I would like to be a YouTuber, and all these skills are needed in the future when I start my

channel. So, hands-on experience has really helped me a lot.

Batwanda stated,

Higher education will help enhance my skill set in the arts. Certain institutions like SAE and Cape Audio College teach what I want to specialize in, which is sound engineering. They show you how to work with different types of music and how to put corporate music into other arts like film (Batwanda).

Cheslyn mentioned how going to higher education will provide him with the skills in knowledge needed to succeed in the music industry.

Going to higher education for music will help enhance my music career because I would learn the necessary skills that I would need to be in the industry. It would be much easier for me to get a job because I would qualify and have the experience (Cheslyn).

Cognitive growth has a positive impact on learning. Experiential learning helps build cognitive growth, improving the way youth learn information in order to complete task. In regards to college enhancing their skillsets in the arts, participants believed that higher education would definitely help develop their skills.

Hopes for the Future

Participants have a desire for future education and expressed a plan for carrying it out. When asked, “Are you interested in pursuing arts in higher education?” participants talked about where their interest lie within the Arts. Batwanda stated, “I am interested in pursuing arts in higher education. I want to study sound engineering and business management as well to understand the business side of music.”

Another participant talked about wanting to learn the creative process in making music.

Yes, I am interested in going to college for music after I’m done with metric. I want to

continue to study music so I can know what goes into making music. I can learn about music production. As I said, I don't know how to produce music right now, but I want to learn. So, I want to go to college (Cheslyn).

Jasmine talked about her dreams of wanting to start her own company. She stated, "I am interested in pursuing Arts in higher education. I've always wanted to further my studies in the Arts, mainly photography because I've always wanted to start my own business."

One student talked about how he wanted to pursue higher education to provide a better life for his family.

I want to change my life and make my parents proud. You know the situation here in Africa. People are living in poverty and don't have money. I want to change that for my family. I want to take them out of this continent and go somewhere better. Or I could stay here and change the whole community so that they could be better and get out of poverty (Praise).

Pursuing higher education was very important to participants, but some talked about how they must face reality. Shaun stated,

I am interested in furthering my studies in the Arts, but as I said at the moment, it's just the funds that I am struggling with it because it's not cheap or it isn't easy to go to college. So, I would like to save up and hopefully get the funds so that I could study further because This is really something I would really like to take further. I would like to further my education on this because It would help me a lot (Shaun).

Nash mentioned how his busy schedule would keep him from pursuing higher education. He stated,

Maybe in the future, but now I am going to keep it basic because I have a lot of things to

work on now, and I don't think I have the time to go to college and university for the Arts now (Nash).

This research attempts to close the gap in the K-12 to higher education pipeline. Results from this research indicate that participants benefited from experiential learning in relation to developing and enhancing their skillset. Such participation could lead to a pipeline for college access and success (Kazis, 2006). Participants mentioned how they are interested in studying the Arts in the future. Participants also noted they would like to pursue higher education to change their life situation. Other participants mentioned how they must face the context of reality due to their current circumstances.

Access to Experiences

Besides Meet & Teach, the researcher asked participants what other outlets they have.

One participant stated,

I don't have any other programs because at our school we don't really have a lot of stuff and sometimes I don't get the chance to go to the after-school programs. So, with Meet & Teach, I have learned more with them, than I learned at school (Olisha).

Cheslyn mentioned how Meet & Teach had been the only organization that has provided access and opportunities to youth.

There are no other programs that are in the community or a place that I can go to after school to make music. Meet & Teach was the only program that came to South Africa and gave the kids the opportunity to work with cameras, and work in the studio. But otherwise, when Meet & Teach is not around, I have to hustle. I have to ask around, ask friends of mine, ask studio I know around, and get money from my mom or someone I know, and pay the necessary amount to be in the studio (Cheslyn).

Mbali also mentioned how her community does not offer many hands-on experiences.

I don't think there is another place for me to gain hands-on experience. This is the only place where I feel like I will be satisfied while learning everything that I need to know because in my community, they don't offer many hands-on experiences (Mbali).

Other participants mentioned how they do have some outlets other than Meet & Teach.

Nesha stated,

I'm part of a lot of programs at school. For example, the Robben Island Museum hosts a spring school for two weeks, and they teach us how to use a camera and they actually allow us to make our own documentary. Each group is supposed to produce a 15-minute documentary. It's just the thing that I've also learned to apply here at Meet & Teach because that program teaches us how to do videography, but here at Meet & Teach, I also learn the photography part of the camera. I was also a part of the music class at our school. I used to play the bass guitar, but now I've stopped due to a lot of stuff that was happening, such as me focusing on my metrics exams. I was also a part of a choir group. So that's just some of the hands-on activities that I am part of (Nesha).

Praise talked about how he is privileged enough to attend a school that offers different hands-on experiences.

I am one of the fortunate ones to go to a lovely school which is called Camps Bay High School, and it comes with a lot of opportunities. Although it is expensive, it is worth it because we get a lot of hands-on experience. The school offers a lot. They offer music, and other schools don't offer music. So that's why I chose Camps Bay High School because I knew that there were more hands-on experiences and more creative arts (Praise).

Shaun mentioned how his only other outlets learning from friends.

The other outlets that I have is basically just friends that have also been pursuing this and have learned a little bit more knowledge. They just help me in places where I don't really understand or can't do it, and they will assist me and show me how it's done so that I can know in the future do the things I was struggling with (Shaun).

Meet & Teach provides access and opportunity for those seeking hands-on experiences.

There was a range of access to the Arts. Many participants stressed the fact that they did not have any other outlets besides Meet & Teach. On the other hand, some participants mentioned having access through school and friends.

Value of Meet & Teach Program

Participants were asked the following questions: How helpful is the staff in developing your understanding of the Arts? Overall, have you got a feel for what it's like to work in the field of a variety of Arts through the Meet & Teach program and experiential learning? Would you recommend the Meet & Teach program to others? In what ways has this program influenced your college or career plans? According to participants, Meet & Teach volunteers and instructors were part of the reason why they felt the program was very beneficial. Cheslyn stated,

The Meet & Teach staff were very helpful during the process while we had the program.

They are always willing to teach you more. It doesn't matter if it's in the studio, music production, editing videos, taking photos, they are willing to help you. The Meet & Teach staff were very kind to us and helped us a lot. They were always there to guide us in the right direction (Cheslyn).

Mbali talked about how Meet & Teach staff makes her feel at home.

The Meet & Teach staff is really helpful. They are great, kind, loving, and they make us feel at home. They teach us things with kindness, love, and respect, and they make us feel

comfortable. They are really good to us. They make us feel better and passionate about ourselves (Mbali).

Another participant mentioned how the Meet & Teach staff brings things to life.

The staff has a way of explaining things; they bring things into reality. They explain and then show you how to work with the equipment which actually benefits us a lot, because in school they may teach you about it, but you don't get the chance to experience it. With Meet & Teach, they explain it, and then show you how to use the equipment (Mutsa).

According to the participants, they have gotten a feel of what it is like to work in the field of a variety of Arts. Batwanda stated,

Meet & Teach has helped me work in the field of a variety of Arts. I've learned about photography and how to take pictures, edit photos, and how different lights affect the pictures. I learned videography and how to edit videos. I have gained more knowledge on music production and different types of things that come with music, such as contracts and deals (Batwanda).

Cheslyn mentioned how he was able to learn a bit of everything.

Overall, I do think I have the experience of all the Arts elements that we learned through the Meet & Teach program, which is videography, photography, music production, and also being in the studio as a rapper. I think I got the hang of it because while I was in the program, I got the experience of doing a bit of all the Arts during the program (Cheslyn).

According to participants, Meet & Teach has influenced their college or career plans.

Jasmine stated,

Meet & Teach has really influenced my college and career plans because before I came to Meet & Teach, I've always wanted to go into politics and into business, but now since

I've come to Meet & Teach, I really love working with cameras and doing video editing. So now I want to own my own film company. It's really influenced my decision a lot (Jasmine).

Batwanda talked about how visiting different colleges through the Meet & Teach program has influenced his future. He stated,

Meet & Teach has made me more interested in pursuing my career and studying it more in higher education by going to the different open days and seeing how the schools operate — and basically learning more about the business and helping me understand more — and understand certain types of curricula and the stuff that I would be learning during college about the music (Batwanda).

Calvin mentioned a variety of ways the program has made him feel comfortable to go to college.

The Meet & Teach program has helped me in a way that I know how to sign contracts, make storyboards, create budgets. I even know how to work as a team and participate. I know more about hands-on learning. So now I am comfortable about going to college.

All participants reported that they would definitely recommend the Meet & Teach program to others. Praise stated,

I don't think that is a good question because obviously this is a lifetime opportunity. We never get opportunities like this in Africa and I think that this is amazing. I would go knock at every door and tell them about this opportunity Meet & Teach has given us (Praise).

Another participant mentioned how others in her community could benefit from the Meet & Teach program. Nesha stated,

I would definitely recommend Meet & Teach to everyone if I could because the world

needs something like this, especially our community. We are living in a community where poverty, drugs, and teenage pregnancies is seen as a normal thing. But if you can open their eyes to bigger programs like this where kids are distracted from those kinds of things, where people gain experience, where people can actually discover themselves more. It's just the normal thing to do. I don't know how to explain it, but people should actually consider coming to programs like Meet & Teach. If I could, I'll share it with the whole world to come to Meet & Teach. If I could. Well I'm definitely going to because like I said it's just the right place to be (Nesha).

Jasmine mentioned she would recommend the program to others, as it is a huge opportunity. She stated, "I would definitely recommend the Meet & Teach program to others because it has really helped us and it's a really big opportunity for people who come from underprivileged backgrounds who don't have the opportunities" (Jasmine). Another participant mentioned he would recommend the program to others to prevent leisure boredom. Cheslyn stated, "I would recommend it to younger kids so during the day they could stay out of trouble and keep busy doing music and doing stuff that might help them in the future and help them pursue their careers."

Many of the participants feel that the Meet & Teach program was very beneficial in helping them gain a better understanding of the Arts through experiential learning. Participants mentioned how helpful the Meet & Teach staff were during the program. Other participants noted that they have gotten a feel of what it would be to work in a variety of the Arts field. They also stated how Meet & Teach has influenced their college or career plans. Overall, the youth said that they would recommend the program to others.

CHAPTER 7

SUMMARY

The purpose of this study was to describe the impact that the Meet & Teach program had on youth through experiential learning, in relation to developing and enhancing their skillset for higher education. This study also sought to examine various ways experiential learning aids in increasing students' interest in pursuing higher education, to help build a pipeline for college access and success (Kazis, 2006).

Millions of students continue to struggle academically throughout K-12, which can hinder student access and retention in higher education. Also, with a huge decline in the Arts throughout the educational curriculum, students have a lack of support toward enhancing their hidden talents. Research shows that the joy gained from Arts participation is foundational to future engagement in the Arts after graduating school (Harland et al, 2000).

There are STEM programs that help students amass skills such as problem-solving and analytical thinking to achieve in higher education (Reardon, Brown, Brown, & Merrill, 2011). The Meet & Teach program sought out to develop youth skillsets in other areas such as leadership, entrepreneurship, communication, and self-empowerment through experiential learning.

As explained in Chapter 4, the research was a case study describing the impact that the Meet & Teach program had on youth through experiential learning. Mixed methods research was utilized in this study. The qualitative data focused on in-depth and detailed information gathering, while the quantitative data focused on gathering descriptive information about the youth.

The case study relied on pre and post-surveys, semi-structured interviews, focus groups,

and observations. A pre and post-survey was given to participants using a Likert scale before the start of the program, asking participants various sub-questions that aided in collecting data for the research questions. The questions provided aided in collecting data that assessed the impact of the Meet & Teach Program on the participants' perceptions in any way. The researcher also conducted semi-structured interviews with the participants, which allowed the researcher to generate questions based on the area of interest (Ary, Jacobs, Sorensen, and Razavieh, 2010). Participants were more comfortable when answering interview questions because they did not need to read and respond to questions (Darlington & Scott, 2002). Observation was also used to collect data. Observations during the Meet & Teach program were video/audio recorded and photographed, which allowed the researcher to understand a program that cannot be fully evaluated through interviews alone (Patton, 2015). Both research questions were answered using coding, which resulted in themes. The researcher then utilized data analysis to code and create themes that answer both research questions proposed in the study.

The researcher utilized Kolb's Experiential Learning Theory to help guide the study. David Kolb's experiential learning theory proposes that learning consists of cognitive action that allows students to be consistent with adjusting and engaging with different environments (Bergsteiner, Avery, & Neumann, 2010). Given that this research proposed to describe the impact that the Meet & Teach program had on youth through experiential learning and gaining hands-on experience, Kolb's theoretical approach was very beneficial.

The researcher utilized Kolb's Four Stage Experiential Learning Cycle to connect to research questions. Kolb depicts the experiential learning cycle as a four-stage process that includes four methods of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). The researcher connected all data to

the four-stage learning cycle, which related to the research questions. By analyzing the pre and post-tests, interviews, observations, and themes created, the researcher was able to refer back to Kolb's Four-Stage Experiential Learning Cycle to see how the Meet & Teach program supported skill development for higher education through experiential learning, and how experiential learning aided in increasing participants' interest in pursuing higher education. The researcher was able to identify that participants gained a new experience (concrete experience), analyze reflections on the experience of the participants (reflective observation), examine new theories that were formulated by the participants' observations (abstract conceptualization), and discover how participants wanted to use the skills developed in higher education (active experimentation).

Findings

Quantitative Outcomes

In the quantitative portion of the study, a 16 item pre and post-test survey were given to participants for response. From those 16 items provided, six themes were developed to group related questions together. The created themes consisted of the following: personal development, artistic development, skill development, social development, college preparedness, and hopes for the future. The study indicated that participants' personal development average mean score increased by 10.15%, which signifies a boost in participants' self-confidence levels and their comfortability leading others. Participants' artistic development average mean increased by 12.85%, enhancing participants understanding of the arts, skills in the arts, creativeness, and likeness to create their own art. Participants' skill development average mean score increased by 15.64%, boosting participants comfortability using a camera to capture photos and record video, as well as using recording software to record music. Participants' social development average mean score increased by 10.54%, furthering participants ability to communicate thoughts

effectively, make new friends, and work well in groups. Participants' college preparedness average mean score increased by 24.54%, signifying that participants feel more prepared to go to college now. Participants' hopes for the future average mean score increased by 10.54%, indicating that participants are more interested in going to college, participants want to study the Arts in college, and participants see a future in the Arts.

Qualitative Outcomes

In the qualitative portion of the study, participants were asked 13 individual interview protocol questions. The researcher also placed participants into focus groups and asked a total of five questions. Because similar themes emerged from the individual interview protocol questions and the focus group questions, the researcher decided to discuss all of the qualitative data together. A total of seven themes emerged, which allowed for related questions to be grouped. The created themes consisted of the following: artistic influences, hands-on experience, skill development, cognitive development, hopes for the future, access to experiences, and the value of the Meet & Teach program.

The study indicated that participants were interested in the arts and artistically influenced by friends, family, school, self-motivation, and the Meet & Teach program. Participants also indicated they the Meet & Teach staff was very helpful in developing their understanding of the Arts. The study also revealed that experiential learning and gaining hands-on experience were extremely beneficial to participants because the experience was different from the traditional pedagogical approach. Participants disliked the thought of learning without the opportunity of turning theory into practice. Participants also mentioned that hands-on experience was a more efficient and easier way to learn.

One of the main goals of this research was to see how the Meet & Teach program

supports skill development for higher education through experiential learning. This study proves that participants were able to develop a variety of skills such as technical skills (utilizing cameras, using recording software, editing videos and photos, etc.), time management skills, teamwork skills, communication skills, leadership skills, and practical skills.

In regard to cognitive development, this study indicates that participation in media arts supports participants' intellectual growth. All participants agreed that they gained new skills-sets through experiential learning while participating in the Meet & Teach program. Outside of the Meet & Teach program, access to hands-on experiences was not available for the majority of the participants. Only a few participants reported that they have access to some hands-on experiences.

Participants were very interested in pursuing higher education. A majority of the participants mentioned how they wanted to study the Arts in college, specializing in music production, videography, photography, audio engineering, and more. Overall, participants felt that the Meet & Teach program was valuable, and they were able to gain a feel for what it is like working in the field of a variety of Arts through experiential learning. All participants stated that the Meet & Teach staff was extremely helpful, and how they would definitely recommend the Meet & Teach program to others.

Linking theory to Findings and Research Questions

Kolb's Experiential Learning Theory helped guide the two research questions for this study which were: (a) How does the Meet & Teach program support skill development for higher education through experiential learning? (b) In what ways does experiential learning aid in increasing students' interest in pursuing higher education?

Kolb theorized that students learn effectively through a four-stage process, which

includes four methods of learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). Meet & Teach utilized this four-stage process, which developed participants' skills for higher education and increased their interest in pursuing higher education. Concrete experience occurred when participants were exposed to a new experience. The Meet & Teach program offered a holistic experience where participants were able to gain hands-on experience, engage in cultural immersion, tour colleges, all while being exposed to a variety of arts. These new experiences served as the foundation for reflective observation. Once participants found meaning behind their experience, they were able to develop theories to explain their experience. The researcher was able to identify theories developed from participants' experience (abstract conceptualization) through individual interview protocol and focus group questions. For example, participants discussing how the Meet & Teach program has made them a better leader, or them expressing how they have become more comfortable working with others who are different from them, is the process of them creating theories to explain observations (abstract conceptualization). Participants were then able to apply what they learned in the Meet & Teach program to different situations, or to make decisions (active experimentation).

Overall, data indicated that the Meet & Teach program supports skill development for higher education by developing participants' personal skills, artistic skills, life skills, time management skills, teamwork skills, communication skills, leadership skills, and practical skills. Data also indicated that experiential learning aid in increasing students' interest in pursuing higher education by providing access to hands-on experiences in the Arts, exposing participants to colleges and universities, and developing their communication and teamwork skills.

Conclusions

Based upon the results of this study, the following conclusions are made:

1. Participants' confidence and leadership skills are increased through group projects such as those experienced through the Meet & Teach program.
2. Participants in the Meet & Teach program have a better understanding of and improved skills in media arts.
3. Participants felt more creative and capable of creating art after participating in the Meet & Teach program.
4. Participants are more comfortable using technical equipment after their hands-on experiences.
5. Participants are able to communicate more effectively, work in groups, and make friends after participation in the Meet & Teach program. Exposure to others who are culturally different increased participants' tolerance and desire to work together.
6. Participants in the Meet & Teach program develop needed skills for success in higher education. The skills include personal skills, artistic skills, life skills, time management skills, teamwork skills, communication skills, leadership skills, and practical skills.
7. Exposure to the Arts through hands-on opportunities increased participants' interest in higher education as well as the Arts through higher education. They also see a possible future in the Arts.

Implications

The implications of this research for educational institutions, non-profits, and program developers are many. This case study provided the opportunity to identify the impact that Meet & Teach, a non-profit organization, had on youth through experiential learning in relation to

developing and enhancing their skillset. Of the many skillsets developed in participants, having their communication skills enhanced essentially stimulated social change between opposing communities. Three different races with different cultural backgrounds were able to break racial barriers and stimulate social change through the use of experiential learning. Although participants were placed in an uncomfortable experience with different races, Kolb infers the notion that learning is a strainful and conflict-driven process (Kolb, 1984). Participants gained wisdom, new skillsets were developed, and philosophies were formed by working through conflict; due to the absence of prejudice. According to Kolb (1984), exposure to the four different modes of experiential learning can be credited.

This study also revealed the importance of the Arts, and the need to create sustainable and accessible hands-on learning opportunities for youth. With arts continually being removed throughout the K-12 education curricula, students have a lack of support toward enhancing their hidden talents. As mentioned, the majority of the youth stated that Meet & Teach was their only outlet to gaining hands-on experience. It is vital that youth are provided with these opportunities.

Lastly, the study demonstrates the impact that experiential learning can have on youth in relation to them pursuing higher education. Colleges and universities could offer workshops and programs to elementary and high-school youth, offering hands-on experiences as a way to expose participants to not only the experience itself, but to their institution and the programs they offer.

Future Research

1. Future researchers should consider the great amount of time it takes to plan and implement research abroad. There are several steps needed to collect data. Getting Human Subjects approval to conduct a study in a foreign country, securing participants/subjects, obtaining

parental consent, securing funding to travel abroad, as well as bring all of the needed technical equipment along.

2. Future studies should address the varying levels of resources readily available to youth and the disparity of those resources allowing youth to participate in the Arts in Cape Town, South Africa.
3. Future studies should consider a larger geographic area to include a larger sample size for more generalizable study results.
4. Future studies may consider evaluating other existing programs in the Arts in Cape Town, South Africa. The current study examined participants' perceptions of the Meet & Teach program.
5. Recognizing that skillsets can be developed through experiential learning while participating in the Meet & Teach program, further research should be conducted to better understand the skills that volunteers/college students gained during their experience with the Meet & Teach program.
6. As this research focused on skill development in relation to participants pursuing higher education, future research can be conducted to focus on skill development for volunteers regarding life skills and skills needed in their careers after graduation.
7. Another way to further research is by conducting a cultural exchange where participants are immersed in the various cultures of participants from other countries. This approach can allow researchers to study from a global perspective and possibly gain a holistic cultural perspective through the use of international participants.

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APPENDICES

APPENDIX A
PRE & POST SURVEY

What is your name? _____

Circle your Gender: Male Female

Circle your race:

Black Coloured White Other _____

What language(s) do you speak?

What's your date of birth? Month _____ Day _____ Year _____

What year in school are you? _____

If you are not in school, what is your current occupation?

Where did you grow up?

Have you been a part of the Meet & Teach program? (Circle your answer) Yes No

If you have circled yes, how many times have you participated in this program? _____

Do the arts impact your life in any way?

Read the statements below. Decide if you agree or not.

If you strongly agree (SA), put a circle around (5)

If you agree (A), put a circle around (4)

If you neither agree nor disagree (N), put a circle around (3)

If you disagree (D), put a circle around (2)

If you strongly disagree (SD), put a circle around (1)

***Arts represent videography, photography, music production, etc.**

	SA	A	N	D	SD
I have self-confidence	5	4	3	2	1
I feel comfortable leading others	5	4	3	2	1
I understand the Arts*	5	4	3	2	1
I have skills in the Arts*	5	4	3	2	1
I am creative	5	4	3	2	1
I like creating my own Art*	5	4	3	2	1
I am comfortable using a camera to take pictures	5	4	3	2	1
I am comfortable using a camera to record video	5	4	3	2	1
I am comfortable using recording software to and record music	5	4	3	2	1
I am able to communicate my thoughts effectively	5	4	3	2	1
It is easy for me to make new friends	5	4	3	2	1
I work well in groups	5	4	3	2	1
I feel prepared to go to college	5	4	3	2	1
I am interested in going to college	5	4	3	2	1
I want to study the Arts when I attend college	5	4	3	2	1
I can see a future of myself working in the Arts	5	4	3	2	1

APPENDIX B
RECRUITMENT SCRIPT

The following information will appear on handouts and distributed to potential participants.

Body:

PARTICIPANTS NEEDED FOR EXPERIENTIAL LEARNING STUDY

Hello, my name is Evan Brown and I am a Ph.D Candidate at Southern Illinois University-Carbondale majoring in Educational Administration. For my research, I am conducting an experiential learning study. I am currently looking for volunteers to take part in a study on how the Meet & Teach program supports skill development for higher education through experiential learning. The study will also focus on learning more about the ways that experiential learning aid in increasing student's interest in pursuing higher education.

As a participant in this study, you will be asked to complete a pre & post survey, respond to some interview questions individually and as part of a focus group (group interview). As part of the interview and focus group, your responses to the questions will be audio and video recorded, and the information will be transcribed. If you prefer, I will assign you a code name and use it when citing or using your data in my research. Observations will be made during the study to accumulate data.

Participants must be at least 13 years old to participate.

For more information or to volunteer for this study, please contact:

Evan Brown
Educational Administration & Higher Education
131 Pulliam Hall, Mail Code 4606
475 Clocktower Drive
Southern Illinois University
Carbondale, IL 62901-4606
(618) 453-6077
Email: eb3277@siu.edu

Thank you for your assistance and participation!

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the committee chairperson, Office of Research Compliance, SIUC, Carbondale, IL 62901-4344. Phone (618) 453-4533. Email: siuhsc@siu.edu

APPENDIX C

ASSENT FORM TO PARTICIPATE IN RESEARCH
(17 and Under Form)

Project Title: Experiential Learning Case Study

I, _____, agree to participate in research being conducted by Evan Brown, doctoral student in the Department of Educational Administration and Higher Education at Southern Illinois University Carbondale.

The purpose of this research is to learn more about how the Meet & Teach program supports skill development for higher education through experiential learning. To learn more about the ways that experiential learning aid in increasing student's interest in pursuing higher education. If you agree to participate, you will be asked to respond to some interview questions individually or as part of a focus group. Either way, your participation will last up to 3 hours per day for 3 weeks.

Your participation is strictly voluntary. You may refuse to answer any questions at any time during the interview or focus group without penalty. You may also conclude your participation at any time without penalty.

For focus group participants: All reports based on this research and written by these researchers will maintain the confidentiality of individuals in the group. Only group data will be reported and no names will be used. Since a focus group involves a group process, all members of the group will be privy to the discussions that occur during the session; therefore, absolute confidentiality on the part of the participants, themselves, may be difficult to ensure.

As part of the individual interviews and focus group, your responses to the questions will be audio and video recorded, and the information will be transcribed.

Photographs will be taken throughout the study. Audio/video recordings and photographs will be used to create a documentary.

If you prefer, I will assign you a code name and use it when citing or using your data in my research. The list of code names will be kept separate from the tapes and the transcripts in a secure location. Only the researchers will have access to the code list and tapes. All reasonable steps will be taken to protect your identity if you prefer to be anonymous.

If you do not want to be audio/video recorded or photographed, you will be eliminated from those activities of the research study.

Observations is another method that will be utilized to accumulate data. Observations made during the workshops will be used to support data gathered from surveys, interviews, and data analysis.

As a mandated reporter, I will abide by the Harvest Youth Center policies and procedures related to child abuse and neglect if suspected during the research.

Please direct any questions or concerns about this study to:

Evan Brown
 Educational Administration & Higher Education
 131 Pulliam Hall, Mail Code 4606
 475 Clocktower Drive
 Southern Illinois University
 Carbondale, IL 62901-4606
 Office: 1(618) 453-6077
 Email: eb3277@siu.edu

Dr. Saran Donahoo
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 131 Pulliam Hall, Mail Code 4606
 475 Clocktower Drive
 Southern Illinois University
 Carbondale, IL 62901-4606
 Office: 1(618) 546-4434
 Email: donahoo@siu.edu

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the committee chairperson, Office of Research Compliance, SIUC, Carbondale, IL 62901-4344. Phone (618) 453-4533. Email: siuhsc@siu.edu

I have read the information above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity and know that my responses will be tape-recorded. I understand a copy of this form will be made available to me for the relevant information and phone numbers.

I agree to have my participation in this research audio and video recorded

Yes ___ No ___

I agree to have photographs taken of me

Yes ___ No ___

I prefer to have a code name in this research

Yes ___ No ___

The researchers may quote my comments as provided in this study

Yes ___ No ___

Signature of Participant

Date

APPENDIX D

PARENTAL CONSENT FOR CHILD TO PARTICIPATE IN RESEARCH

Project Title: Experiential Learning Study

I, _____, parent/guardian of _____, agree to his/her participation in research being conducted by Evan Brown, doctoral student in the Department of Educational Administration and Higher Education at Southern Illinois University Carbondale.

The purpose of this research is to learn more about how the Meet & Teach program supports skill development for higher education through experiential learning. To learn more about the ways that experiential learning aid in increasing student's interest in pursuing higher education. If you agree to his/her participation, he/she will be asked to respond to some interview questions individually or as part of a focus group. Either way, his/her participation will last up to 3 hours per day for 3 weeks.

His/her participation is strictly voluntary. He/she may refuse to answer any questions at any time during the interview or focus group without penalty. He/she may also conclude his/her participation at any time without penalty.

For focus group participants: All reports based on this research and written by these researchers will maintain the confidentiality of individuals in the group. Only group data will be reported and no names will be used. Since a focus group involves a group process, all members of the group will be privy to the discussions that occur during the session; therefore, absolute confidentiality on the part of the participants, themselves, may be difficult to ensure.

As part of the interview and focus group, your responses to the questions will be audio and video recorded, and the information will be transcribed.

Photographs will be taken throughout the study. Audio/video recordings and photographs will be used to create a documentary.

If you prefer, I will assign you a code name and use it when citing or using your data in my research. The list of code names will be kept separate from the tapes and the transcripts in a secure location. Only the researchers will have access to the code list and tapes. All reasonable steps will be taken to protect your identity if you prefer to be anonymous.

If parents and/or participants do not want to be audio/video recorded or photographed, you will be eliminated from those activities of the research study.

Observations is another method that will be utilized to accumulate data. Observations made during the workshops will be used to support data gathered from surveys, interviews, and data analysis.

As a mandated reporter, I will abide by the Harvest Youth Center policies and procedures related to child abuse and neglect if suspected during the research.

Please direct any questions or concerns about this study to:

Evan Brown
 Educational Administration & Higher Education
 131 Pulliam Hall, Mail Code 4606
 475 Clocktower Drive
 Southern Illinois University
 Carbondale, IL 62901-4606
 Office: 1(618) 453-6077
 Email: eb3277@siu.edu

Dr. Saran Donahoo
 Educational Administration & Higher Education
 131 Pulliam Hall, Mail Code 4606
 475 Clocktower Drive
 Southern Illinois University
 Carbondale, IL 62901-4606
 Office: 1(618) 546-4434
 Email: donahoo@siu.edu

This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the committee chairperson, Office of Research Compliance, SIUC, Carbondale, IL 62901-4344. Phone (618) 453-4533. Email: siuhsc@siu.edu

I have read the information above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity and know that my responses will be tape-recorded. I understand a copy of this form will be made available to me for the relevant information and phone numbers.

I agree to have my participation in this research audio and video recorded

Yes ___ No ___

I agree to have photographs taken of me

Yes ___ No ___

I prefer to have a code name in this research

Yes ___ No ___

The researchers may quote my comments as provided in this study

Yes ___ No ___

Signature of Parent

Date

Signature of Participant

Date

APPENDIX E

CONSENT TO PARTICIPATE IN RESEARCH
(18 and Older Form)

Project Title: Experiential Learning Study

I, _____, agree to participate in research being conducted by Evan Brown, doctoral student in the Department of Educational Administration and Higher Education at Southern Illinois University Carbondale.

The purpose of this research is to learn more about how the Meet & Teach program supports skill development for higher education through experiential learning. To learn more about the ways that experiential learning aid in increasing student's interest in pursuing higher education. If you agree to participate, you will be asked to respond to some interview questions individually or as part of a focus group. Either way, your participation will last up to 3 hours per day for 3 weeks.

Your participation is strictly voluntary. You may refuse to answer any questions at any time during the interview or focus group without penalty. You may also conclude your participation at any time without penalty.

For focus group participants: All reports based on this research and written by these researchers will maintain the confidentiality of individuals in the group. Only group data will be reported and no names will be used. Since a focus group involves a group process, all members of the group will be privy to the discussions that occur during the session; therefore, absolute confidentiality on the part of the participants, themselves, may be difficult to ensure.

As part of the individual interviews and focus group, your responses to the questions will be audio and video recorded, and the information will be transcribed.

Photographs will be taken throughout the study. Audio/video recordings and photographs will be used to create a documentary.

If you prefer, I will assign you a code name and use it when citing or using your data in my research. The list of code names will be kept separate from the tapes and the transcripts in a secure location. Only the researchers will have access to the code list and tapes. All reasonable steps will be taken to protect your identity if you prefer to be anonymous.

If you do not want to be audio/video recorded or photographed, you will be eliminated from those activities of the research study.

Observations is another method that will be utilized to accumulate data. Observations made during the workshops will be used to support data gathered from surveys, interviews, and data analysis.

As a mandated reporter, I will abide by the Harvest Youth Center policies and procedures related to child abuse and neglect if suspected during the research.

Please direct any questions or concerns about this study to:

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I agree to have my participation in this research audio and video recorded

Yes ___ No ___

I agree to have photographs taken of me

Yes ___ No ___

I prefer to have a code name in this research

Yes ___ No ___

The researchers may quote my comments as provided in this study

Yes ___ No ___

Signature of Participant

Date

APPENDIX F

INDIVIDUAL PROTOCOL INTERVIEW QUESTIONS

1. Are you interested in the Arts in general? If so, when did you get interested in the Arts?
2. How do you feel about experiential learning and gaining hands-on experience?
3. What skills have you developed through experiential learning (hands-on experience)?
4. Does experiential learning (hands-on experience) aid in enhancing your skillset?
5. Are you interested in pursuing arts in higher education?
6. Do you think higher education will help enhance your skillset in the arts?
7. What other outlets do you have other than Meet & Teach to gain hands-on experience.
8. How helpful is the staff in developing your understanding of the Arts?
9. Do you think this program has made you a better leader?
10. Have you become more comfortable working with people who are different from you through the Meet & Teach program?
11. Do you think you have gained a better understanding of the business aspects during your participation in the Meet & Teach program?
12. Overall, have you got a feel for what it's like to work in the field of a variety of Arts through the Meet & Teach program and experiential learning?
13. Would you recommend the Meet & Teach program to others?

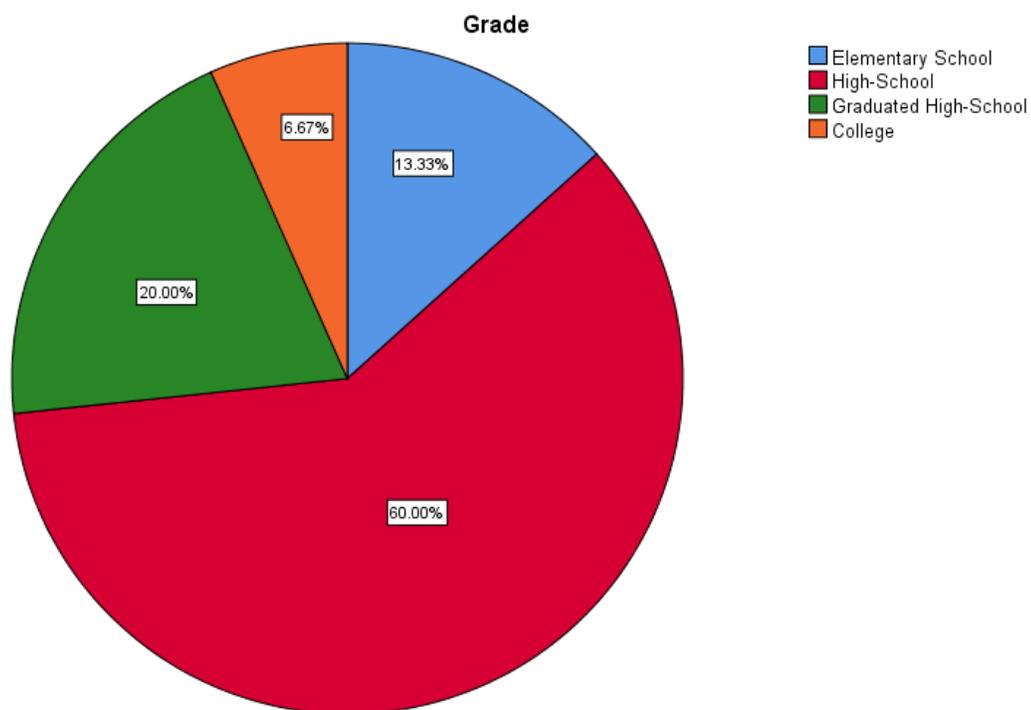
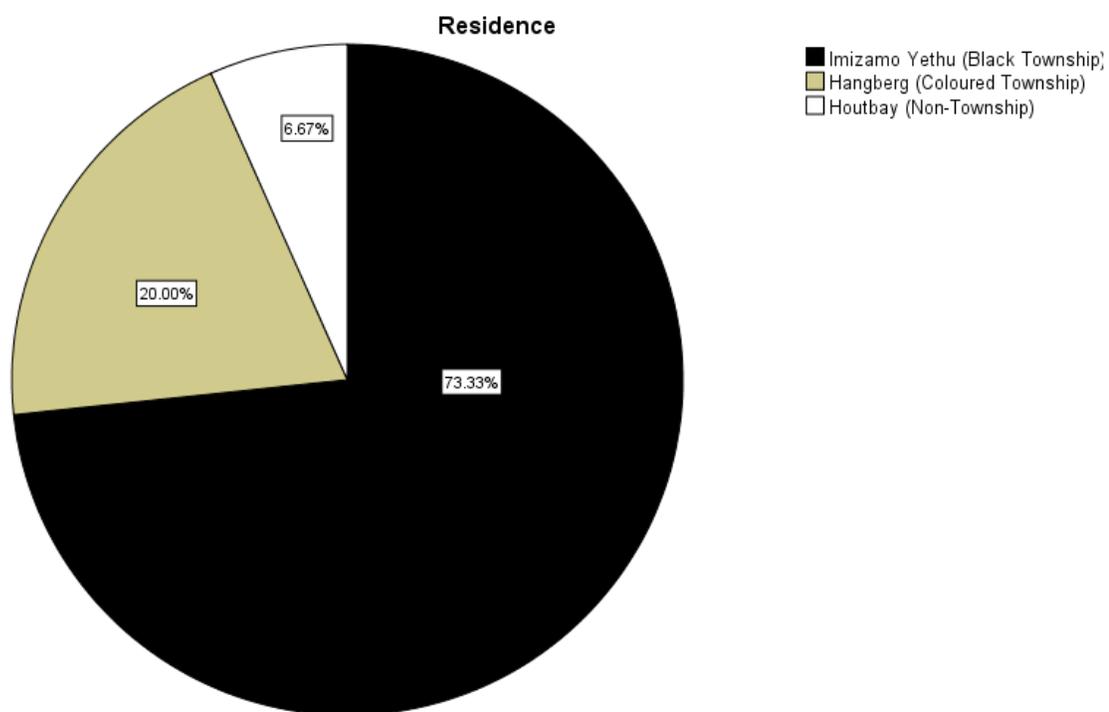
APPENDIX G

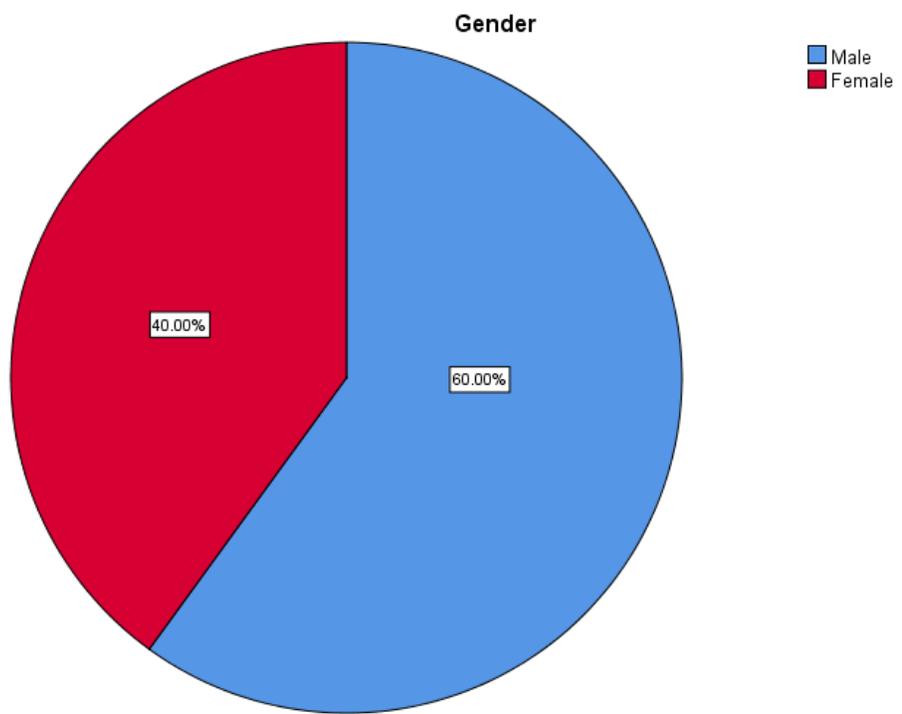
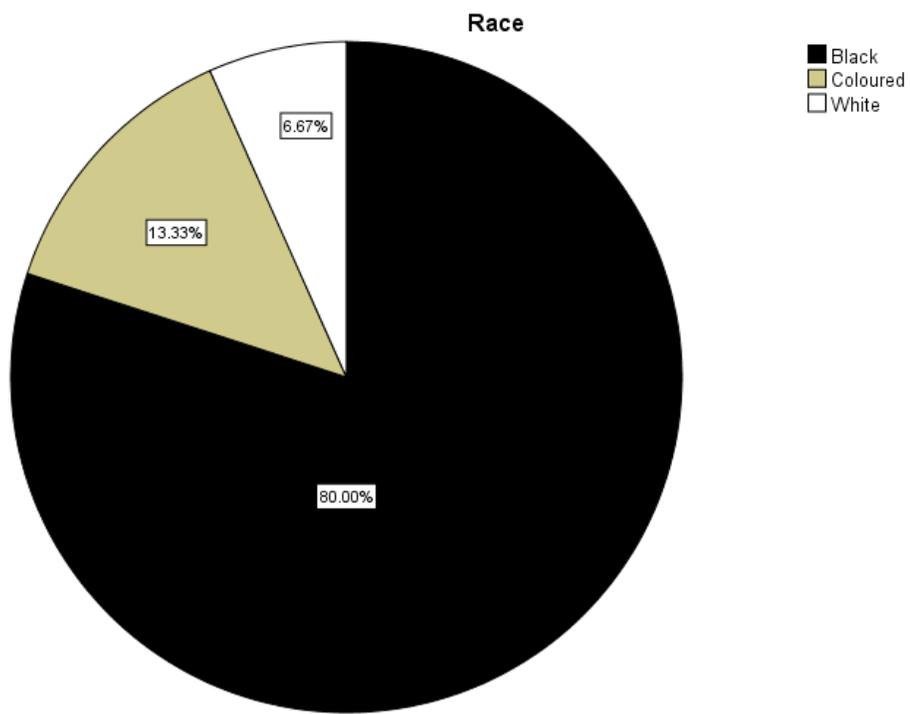
FOCUS GROUP QUESTIONS

1. How does it feel to work with others who are different from you?
2. Is hands-on learning beneficial to you? If so, why and how?
3. What hands-on opportunities does your community or school offer?
4. Are you wanting to go to college to pursue higher education?
5. In what ways has this program influenced your college or career plans?

APPENDIX H

DEMOGRAPHICS PIE TABLES





VITA

Graduate School
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Evan Brown

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Southern Illinois University Carbondale
Bachelor of Arts, Radio/Television, December 2013

Southern Illinois University Carbondale
Master of Science in Professional Media & Media Management, May 2016

Dissertation Paper Title:

A Case Study on the Impact That the Meet & Teach Program Has on Youth Through
Experiential Learning

Major Professor: Dr. Saran Donahoo