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An investigation of an experiential education program

Meers, Eileen Graham, Ph.D.

The Ohio State University, 1987
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AN INVESTIGATIGATION OF AN EXPERIENTIAL
EDUCATION PROGRAM

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of the Ohio State University

By

Eileen G. Meers, B.S., M.A.

* * * * *

The Ohio State University
1987

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To my family in gratitude for three
generations of love and support
ACKNOWLEDGMENTS

It is impossible to capture in a few words the significant contributions made by the following people. Perhaps, it is appropriate to start in chronological order.

Professor Jewett has inspired me to try to understand the process of teaching since he was my undergraduate advisor and twenty-five years later, he is still a part of the process with his gentle encouragement. Professor Donald Sanders' first conversation and continuing work with me initiated me into an understanding of the process of the educator as achieving a balance between challenge and support of the student. Professor Robert Bargar's consistent support and insight has given me a model of the gifts students need from teachers. Professor Elsie Alberty has taught me the meaning of quality time in a relationship.

The Linworth staff has made me proud to be an educator in a learning community where the adults practice what they ask of students: care, risk and growth.

Drs. Edwin Shay and George Steele have shared their time, energy and conviction that the process was possible for me and, thereby, making it possible.
The 1983 Linworth seniors who shared their growth and made this study possible.
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FIELDS OF STUDY

Major Field: New Program Development

Studies in Experiential Education
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CHAPTER I
INTRODUCTION

Nature and Background of the Study

Most educators agree that significant learning involves a change in the learner. However, what is considerably less clear are the characteristics of the learner and of the learning situation which cause the change to take place. Equally unclear is the issue of what kinds of changes (i.e., cognitive, affective) take place in the learner in the process of learning.

Educators as separated in time as John Dewey (1936) and Edward Cell (1984) agree that a student's successful learning is the result of his ability to learn from experience. Cell said that, "Because our success in living depends on our ability to learn from our experience, the subject has importance to all of us . . ." While Dewey (1938) said, "The more definitely and sincerely it is held that education is a development within, by, and for experience, the more important it is that there shall be clear conceptions of what experience is." This is, therefore, a study of a particular example of experiential learning in the hope that it may offer a more clear concept of what this type of experience is. This
study is concerned with an experiential program, called Walkabout. The concept is the idea of a Canadian educator, Maurice Gibbons, and has been the subject of two Phi Delta Kappan issues. It is important to understand the evolution of his idea and a history of the word and concept.

A year ago, I saw an Australian film called Walkabout, which was so provocative - and evocative - I am still rerunning scenes from it in my mind. In the movie, two children escape into the desert - like wilderness of the outback when their father, driven mad by failure in business, attempts to kill them. Within hours, they are exhausted, lost, and helpless. Inappropriately dressed in private school uniforms, unable to find food or protection from the blazing heat, and with no hope of finding their way back, they seem certain to die. At the last moment, they are found and cared for by a young aborigine, a native-Australian boy on his Walkabout, a six-months'-long endurance test, during which he must survive alone in the wilderness and return to his tribe as an adult or die in the attempt. In contrast to the children, he moves through the forbidding wilderness as if it were part of his village. He survives not only with skill but also with grace and pride as well, whether stalking kangaroo in a beautiful but deadly ballet, seeking out subtle signs of direction or merely standing watch. He not only endures but also merges with the land, and he enjoys. When they arrive at the edge of civilization, the aborigine offers - in a ritual dance - to share his life with the white girl and boy that he had befriended, but they finally leave him and the outback to return home. The closing scenes show them immersed again in the conventions of suburban life, but dreaming of their adventure, their fragment of a Walkabout.

The movie is a haunting work of art. It is also a haunting comment on education. What I find most provocative is the stark contrast between the aborigine's Walkabout experience and the test of an adolescent's readiness for adulthood in our society. The young native faces a severe but extremely appropriate trial, one in which he must demonstrate the knowledge and skills necessary to make him a contributor to the
tribe rather than a drain on its meager resources. By contrast, the young North American is faced with written examinations that test skills very far removed from the actual experience that he will have in real life. He writes: he does not act. He solves theoretical problems; he does not apply what he knows in strange but real situations. He is under direction in a protected environment to the end; he does not go out into the world to demonstrate that he is prepared to survive in, and contribute to, our society. His preparation is primarily for the mastery of content and skills in the disciplines and has little to do with reaching maturity, achieving adulthood or developing as a person (1974).

With this background, Gibbons proposed the Canadian and American high school concept of Walkabout. Walkabout, as used in this study, is a second semester senior, high school option in which students choose a placement outside of the school where they will spend twenty to thirty hours a week for nine weeks. This placement is based on the student's academic, career or enrichment interests and is decided upon after a fairly complex process has been completed.

From the start of the student's high school career at the Worthington High School Alternative Program (Linworth), individualized and self-directed learning are encouraged. The goal of Linworth is that the student be prepared for Walkabout. This is done in a variety of ways which include contracts and interims. Contracts are independent studies on a particular subject with an individual student and teacher meeting weekly to discuss and organize work which the student undertakes daily. Another program available to
all students is interim, a one week period of time in which the school holds no classes so that all students are free to intensely study a subject of interest to them which cannot be studied in the typical school setting. These programs indicate the intentional preparation for the student's final learning experience as a part of the school, Walkabout.

In the semester prior to Walkabout, seniors attend a seminar in which the purpose and process of Walkabout are discussed. They also begin placement decision-making by interviewing the seminar leader and Walkabout coordinator to explore their interests in terms of Walkabout and some possible Walkabout placements are suggested. After a few days of time for reflection, a student returns for a meeting to discuss his or her choice for an initial placement interview. In the interview with the placement person, the student, and the Walkabout coordinator, the student expressed his interests and in general, his goals for the Walkabout and the placement person considered how the experience might meet those goals. After this exchange, both have until the following day to decide if this placement will work out for them. If both are in agreement about the appropriateness of the placement then there is a match. If either is not satisfied with the match, then another interview with another possible placement is set up. In this manner, most Walkabouts are generally set up at least two weeks prior to
the beginning of second semester. Students then write proposals for each Walkabout which lay out their goals and objectives, experience plan, evaluation plan, and budget.

The Alternative Program was in its tenth year at the time of this study. In 1973, the Worthington Board of Education adopted a resolution implementing the Worthington High School Alternative Program. The Board approved this program after a yearlong study and search done by a task force of parents and staff. The resolution reads, in part:

WHEREAS, the Worthington Board of Education believes that many options should be available to the students within the Worthington City School District and that these options should be made available through free choice, with the consent of their parents . . .

In the years that followed the 1974 establishment of the program at Linworth, between 130 and 165 Worthington High School students have selected this option each year. Some changes have taken place over the years while some aspects of the program have remained the same. The original staff is no longer there, and the student population, while remaining fairly consistent in numbers, has changed in character. Students still come to seek academic challenge and opportunities for personal growth, but they no longer come because they are dissatisfied with traditional curriculum offerings. They come in order to expand, supplement, or substitute learning opportunities which are self-directed and into which, they can have input.
Each year the program has included an experiential learning component. This feature of the curriculum provides opportunities for students to seek and plan experiences that can enrich, expand, and test their academic learning. In the 1980-81 school year, the experiential component was given greater emphasis when the Board agreed to allow the staff to expand the Walkabout program. The following excerpt from the Spring, 1984 issue of the *Phi Delta Kappan* summarizes the nine years of Walkabout history at Linworth.

The Walkabout program started on the Linworth Campus in 1975 with only a handful of students. All students are eligible to take part in two nine-week Walkabouts during the spring semester of their senior year. During the past three years, more than 50% of the 45 to 50 seniors each year have completed Walkabouts. (See Appendix A).

**Statement of the Problem**

The two essential elements in the Walkabout experience, which cause growth, are the focus of this study.

Since there are two essential elements in Walkabout, the student and the experience, the following specific questions are addressed in order to study the impact of these two elements on the student's learning:

1) What student characteristics make or do not make Walkabout a growthful experience?

2) What Walkabout characteristics make or do not make it a growthful experience for students?
The question of what student characteristics make or do not make Walkabout a growthful experience will be addressed in terms of the following issues:

A. Family
   a) Nuclear
   b) Student's place in family
   c) Family mobility
   d) Older sibling attendance at Linworth and participation in Walkabout
   e) Educational background of parents
   f) Parents' feelings about Walkabout

B. Student's Educational Background
   a) General perspective on his education to this point
   b) Years at Linworth
   c) Relationship with staff
   d) Reasons for choosing Linworth
   e) Previous knowledge of Walkabout
   f) Friends who have done a Walkabout

C. Risk-taking Background of the Student
   a) Personal perceptions of "different" experiences
   b) Extracurricular participation
   c) Employment background
   d) Interims and other independent contract work
   e) Failure experiences and student's reactions to them

These issues have been dealt with from the perspectives of the student, parents, staff, and placement people.

The question of what Walkabout characteristics make or do not make it a growthful experience for students have been addressed in terms of:

A. Pre-placement and Placement Interviews

B. School and Placement Supervision

C. The Reflective Component
   a) Proposal
   b) Daily journals
c) Supervision discussion

d) Weekly seminars

D. The Externalization Component

a) Final symposium presentation
b) Final written abstract

The general issues in this outline are the result of the researcher's three years of experience coordinating the program prior to the initiation of the study and of a review of the literature of experiential education. Both reading and experience suggest that these issues are significant ones. The literature review in Chapter II will elaborate on these issues and discuss why they are significant to experiential education.

Justification of the Study

While the educational rationale for Walkabout has been clearly laid out by Maurice Gibbons (1974) and will be described in the literature review of Chapter II, one critical element has not been very thoroughly studied or written about. Students' perceptions of an experiential program and its appropriateness for them is a critical issue related to their growth both prior to and in the program.

One of the few studies of students in experiential programs, and probably the most exhaustive one, is the Evaluation of Experiential Education Project, which was undertaken to assess the impact of experiential education programs on the psychological, social, and intellectual development of secondary school students. Equally
important, it aimed at using the generated data to identify the program variables that are most effective in facilitating such development.

The project was initiated by the Commission on Educational Issues and was cosponsored by the National Secondary Principals, the National Association of Independent Schools, and the National Catholic Education Association and directed by Diane Hedin and Dan Conrad. It examined 27 experiential programs in independent, public, and parochial schools around the country. Over 1,000 students participated in these programs. A preliminary study was also conducted involving nearly 4,000 students in 33 programs.

This project used experimental design with pre and post tests and the use of experimental pairs. The authors were quite candid about its limitations:

An experience is too immense, too complex, illusive, even too mysterious, a phenomenon to fully comprehend, so also is it the case with what is learned about it. There is no pretense in this report that its tables and numbers have miraculously captured that "sensibility", which has eternally eluded the poet. The report's more pedestrian aim has been to capture some small particles of experience, to reduce some part of the mystery to a size and form that can be grasped, understood, manipulated, and from which conclusions may be drawn and lessons learned. (Hedin and Conrad, 1981).

The naturalistic approach is a more appropriate way to understand students' perceptions and growth since it is concerned with qualitative data, holistic analysis and detailed description derived from close contact with study
targets. It assumes multiple realities and addresses phenomena which are complex, natural, holistic, and which cannot be fragmented into one or a few variables without some loss of information.

A more holistic analysis such as this study can consider not only the effects of the same experiential program on different students but can also seek to understand something about the students prior to their decision to enter the program and be concerned with the details of what happens to them in the course of the experience as well as their reflections after the experience. Patton's comment is relevant when he writes, "The critical point is that a common process engaged in by all students can result in drastically different outcomes for different students depending on how they approach the process, what their unique needs were, and which part of the process they found most stimulating." (1980).

**Purpose of the Study**

The purpose of this study is to explore:

1. The characteristics of one experiential program, Walkabout.

2. The characteristics of fifteen students who chose to participate or not to participate in the Walkabout program.

3. The relationship between these characteristics which promoted growth (change) in the students.
Methodology

The naturalistic or qualitative approach is an appropriate one for this study. Guba and Lincoln (1981) state that this paradigm permits the investigator to "focus upon multiple realities that like layers of an onion nest within or complement one another." The Walkabout learning experience has multiple realities for each student. Some of these include cognitive realities, such as the content learning of the experience (i.e., finding one's way to the lab in the buildings at Battelle, learning the names and roles of people there, learning correct lab procedures, etc.) as well as the affective realities of being at the placement (i.e., learning to fit in with different adult personalities, coping with changes in one's own relationships as a result of growth, etc.).

The interview was the major strategy used because it offered the possibility of understanding participants' views of Walkabout and provided a framework within which they could express their own understanding in their own terms. A general interview guide format was used. This means that a set of issues was outlined prior to the interview and was then shared with the participant and worked through in an informal way in the interview.

Other interviews were conducted with students' families, (Appendix C) school staff, (Appendix D) and persons involved with students at their placements (Appendix E) and each set of interviews (a set, such as
family, staff or placement) used the same format as shown in the Appendix. This format did, "increase the comprehensiveness of the data and make data collection somewhat systematic for each respondent." (Patton, 1982).

Other strategies used included analysis of students' writings in their proposals, daily journals and final abstracts as well as observations by the researcher and another staff member of weekly seminars of all Walkabout students and of the closing symposium presentations. The reason for the use of these strategies will be discussed in Chapter III on methodology.

**Limitations of the Study**

The primary limitations of this study are essentially those presented when a study is conducted by a single investigator with a dual role. In addition to the research role in this Walkabout study, the researcher also held the position of coordinator of the Walkabout program for the school.

The obvious benefit of this duality of roles was the insight it offered the researcher as a genuine insider with a type of global view of students and events.

The obvious drawback is one of researcher bias and subjective perspective since there are no other researchers in a position to challenge data validity and interpretation. This can be a serious limitation if the researcher loses objectivity in collecting and interpreting
the data. An attempt to counter this was made by working with another investigator concurrently working in the school using some of the same students to investigate another research problem. Frequent discussions both in and out of the school centered on the appropriateness of the methodology as well as specific subjects. This is discussed further in Chapter III.

There is no question that there were conflicts with consequent limitations as a result of the dual role. They are documented and their significance is discussed. The case can be made that the trade off for this was insight gained as a legitimate insider.

Generalizability is certainly an issue in terms of the limitations of this study when it is entirely comprised of a group of 20 students in a school setting of 150. One cannot argue that other settings replicate this one and its experienced Walkabout. However, to the extent that insight can be gained into this one experiential process in this particular setting, then it can contribute to a currently limited understanding and body of knowledge about experiential education and its effects on students.
CHAPTER II
REVIEW OF RELATED LITERATURE IN TERMS OF THE SETTING OF THE STUDY

In 1938, John Dewey wrote:

The history of educational theory is marked by opposition between the idea that education is development from within and that it is formation from without; that it is based upon natural endowments and that education is a process of overcoming natural inclination and substituting in its place habits acquired under external pressure.

In 1987, this quote is still an appropriate one. It is especially appropriate when one considers the variety of major educational reports of the 80s starting with A Nation at Risk and including, Action for Excellence, A Place Called School, High School, Educating Americans for the 21st Century, Horace's Compromise, The Paideia Proposal, etc., and their proposals. Mary Ann Raywid (1984) states that the real agenda of some reports is, "standardization while ignoring the real issues of multiple intelligences, multiple excellencies." While Harold Howe (1983) cited the major missing component of the reports as being student motivation.

Howe wrote:

The studies pay very little attention to the noncognitive elements of schooling - practices that build student morale and motivation, and
ultimately make possible more demanding cognitive work. Many of the recent reports give one the feeling that students are mere receptacles into which information and skills can be dumped, so that graduates of our system will be useful to society. Indeed, the psychological assumption that seems to underlie many recommendations is that the mind is like a muscle that can be improved by strenuous exercise. This view of learning has long been discredited, and it won't do any good to revive it in the name of rigor or economic productivity or national security.

A school in all its human complexity is, next to the home, the most important institution in a young person's life. If a youngster sees school as an unfriendly place that provides the protection of anonymity but offers little personal attention and recognition, no amount of added emphasis on new curricula will succeed. Schools are legitimately concerned with developing a positive student attitude and behavior, and the atmosphere and human relations of a school - in class and out - relate strongly to this important objective.

This quote certainly fits with Dewey's earlier comment and both relate to the purpose of alternative education and explain why this approach is such a successful one.

In the Afterward of *Horace's Compromise*, Theodore Sizer said:

*Horace's Compromise* was part of a blizzard of reports and manifestos on education that swirled through America from April 1983, through the end of 1984. If there was a common theme among them, it was concern over the uneven quality of secondary education afforded young citizens. The remedies suggested were largely systemic, calling for an increase in regulation from central authorities, but some observers, such as John Goodlad, Ernest Boyer, Joe Nathan, Mortimer Adler, Seymour Sarason, and those of us in *A Study of High Schools*, puzzled over the obvious inefficiencies of the basic structure of schools. Merely greasing the existing gears might not accomplish very much, some of us wrote . . . The weaknesses of the high school lie deeper, in how it is organized and in the attitudes of those who work there.
Accordingly, we called attention to the assumptions that shape it. The "time" spent in school ("four years of English") should not be the system's coinage, its unit of measurement, we argued. People learn at different rates, and substantive accomplishment should be the only product on which the school places importance.

As one continues to read this chapter, one wonders if this again doesn't seem a bit like a deja vu experience in looking at education through the same glasses as the alternative educator.

One large-scale study, Project on Alternative Education, focused on alternative schools and the critical elements in their success. The five elements identified were: smallness (less than 200), choice (both staff and students choose to be there), extended roles of staff and students with consequent frequent interaction, relative autonomy (staff control over the central features of the schools' operations), and constant evaluations.

Bruce Dollar (1984) summarized this research and commented:

Alternative schools seem to touch the major bases critical to educational reform. They offer, due to their small size, the best opportunity to create a school climate conducive to teaching and learning. They offer, by definition, school-based innovations, and they include staff participation in planning and decision making. They accommodate diversity and choice both intrinsically as options and through internal flexibility of roles.

With even this very cursory consideration of alternative education, it is clear that experiential education fits well within an alternative school. For the
purposes of the study, experiential education will be
defined as Hedin and Conrad (1980) did in their research:
Experiential programs are defined as educational programs
offered as an integral part of the general school
curriculum, but taking place outside of the conventional
classroom, where students are in new roles featuring
significant tasks with real consequences, and where the
emphasis is on learning by doing with associated
reflection.

Walkabout also clearly fits into both this definition
and into the curriculum of an alternative school as
described in Bruce Dollar's comments and the Project on
Alternative Education.

REVIEW OF RELATED LITERATURE IN TERMS
OF THE CONCEPT OF WALKABOUT

Walkabout is a program which is compatible with the
concerns of several educational philosophies and
contemporary research. A variety of educational
researchers and writers have expressed concern about the
relationship between information, learning, and experience
in our contemporary society.

James S. Coleman made the point that what exists in
our contemporary society is a bombardment of information
and a poverty of experience in life. The family household
no longer is a productive unit wherein children experience
"real world" activities, such as was found in farm families
and the current household does not provide the variety of experiences of the past. "The very wealth of information with which we are bombarded, the very richness of the accumulated knowledge that is thrust at each neophyte to the society, increases an imbalance between information and experience." (1979). This imbalance has become extreme and can have serious consequences for the making of a person. So long as the techniques by which information was gained without experience were scanty and primitive, much of a person's information came through experience and such an imbalance could not come about. The experience and information gained through experience constituted a strong contextual base for assimilating the information obtained by methods that bypassed experience. Walkabout is one way to deal with this issue. It can help students cope with that "poverty of experience" by again giving them a context in which to assimilate information through experience.

Edward Cell (1984) made the point that learning to learn from experience is "most important in an age of rapid change which puts a premium on the ability to learn continually from our transactions."

Coleman also criticized schools for locking students into single-age grade groups that deprive them of normal interaction with people older and younger than themselves. He recommended that students become involved in a range of social experiences with others of different ages.
Walkabout offers students inter-generational experience not found in the school setting.

The National Commission on Youth made the following recommendation:

Recommendation 23: Transition schools. Transition schools should be established for the final years of secondary education. These would offer high school students a wide variety of options to enable them to move beyond the classroom into the neighborhood and the community to complete their education. Transition schools, operated by the public school system, would afford youth opportunities to pursue special interests, to explore career options, to learn new skills, and to test newly acquired competencies in internships and apprenticeships in a community-based environment. (National Commission on Youth, 1980).

Gibbons, in his *Phi Delta Kappan* article on Walkabout, offered a rationale compatible with this recommendation:

"I am interested in the Walkabout challenge because it promises what I most want for my own children. No one can give life meaning for them, but there are a number of ways we can help them to give meaning for themselves. Central to that meaning is their sense of who they are in the scheme of things and their confidence that no matter what the future holds they can decide and act, they can cross the most barren outback with a certain grace and find even in simple moments a profound joy. I hope that by exploring what they can do and feel that they will move forward to tomorrow with anticipation. I think a challenging Walkabout designed for our time and place can contribute to that kind of growth." (Gibbons, 1974).

**REVIEW OF RELATED LITERATURE IN TERMS OF THE PROBLEM STATEMENT**

The question of "What student characteristics make or do not make Walkabout a growthful experience?" (p. 7) is
to be examined in this study in terms of four areas. These areas are family, educational background, risk-taking background, and level of self-confidence.

Family study is relevant because one's self-confidence, desire to learn, and openness to learn from peers and teachers are clearly related to one's family relationships and background. Gibbons makes this point in several of his works and summarizes it succinctly when he says, "The most powerful yet unused support for students in their struggle to become self-directed is the parents. If they can be encouraged to help by rewarding their children's initiative rather than by doing things for them or criticizing what they attempt, parents can be the mainstay of the support system." (1980). This need for parental understanding and support is especially needed in the Walkabout experience since it is the first major initiative undertaken by most students in their move toward adulthood.

Educational background offers important information concerning whether the student has, "learned that knowledge and those skills that can assist him to educate himself." (Heath, 1979). The student at Linworth has been intentionally exposed to knowledge and skills to help in his self-direction in education and specifically in his Walkabout. Looking at successful and unsuccessful interims and contracts (as described on page two of Chapter I) can provide some significant information on the student.
Risk-taking background relates to, "a desire to learn, a curiosity about his world that spurs him to explore and learn to learn." (Heath, 1979). Gibbons also considers risk-taking capacity to be vital:

To become successful, self-educated people must develop a lifelong habit of entrepreneurial learning. Such enterprise is risky business. Failure as well as success are the person's own and visibly so. Yet, as Abraham Maslow (1964) points out, learning does not occur without change, and change does not occur without risk. It is characteristic of the healthy personality to regularly reach beyond the known and familiar accomplishments. In fact, these are the means of growing into a healthy personality as well as the signs of its attainment. For these reasons, it is essential that schooling for self-educators begin with assigned experiences, then negotiated experiences and finally, self-planned and initiated enterprises. This progression develops in students, the desire and ability to risk what is necessary to find out what they can learn, what they can accomplish, and what they can become as people. (Gibbons, 1980).

Clearly, Walkabout is a "reaching beyond the known and familiar in pursuit of new knowledge, skill, relationship, and accomplishments." Therefore, risk-taking ability is a factor which needs to be looked at in this study.

Self-confidence is significant because it, "enables a youth to risk extending himself." "Self-confidence in one's capacity to learn and adapt, therefore, becomes an indispensable quality that enables a youth to risk extending himself. Much evidence now indicates that the more, in contrast to the less, mature person has greater confidence in himself." (Heath, 1979). ". . . It is because an individual has a positive view of self that
(s)he is able to move toward self-actualization, to be less dependent upon others to direct . . . and to plan and implement . . . learning projects." (Delmo, 1979).

Cell defined functional learning as being in the process of, "being a self, is not learning to subject oneself to the right external controls but rather learning to develop freedom and self-direction." (p. 18). He also stated that "Perhaps the dominant factor in sapping our courage to stand against the injustice is the erosion of our sense of worth. The more we question our worth, the more easily we are controlled."

Carl Rogers stated that "Self-directed learners do not necessarily need to have an atmosphere created for them in order to explore their own capacities. A positive view of self gives the self-directed learner a portable, supportive atmosphere, an aura that provides . . . a sense of personal power." (Rogers, 1951).

These views of the importance of self-confidence for the self-directed learner make this issue a critical one to be looked at in this study of Walkabout.

There is also a basis in the literature for examining issues concerned with the second research question, "What Walkabout characteristics make or do not make it a growthful experience for students?" (p. 7). There are three essential elements to a Walkabout: the placement, the supervision, and the learning process.
In this study, the placement will be considered from the perspective of the individualization of the experiential setting. In Experiential Education Policy Guidelines, one of the first guidelines clearly deals with this issue.

All learners should have the opportunity to participate in programs and should be involved in determining their assignments. Participation should be based on a clear and shared understanding of certain factors: (1) the skills, knowledge, and attitudes the learner is expected to develop; (2) the learner's need, readiness and capacity for developing them; (3) availability of resources and opportunities. (1979).

The placement match is a critical factor in any Walkabout study.

The supervision aspect has two components, the school-staff relationship and the placement relationship. The Experiential Education Policy Guidelines makes this point concerning school-staff supervision:

Educational personnel associated with the program should be given a thorough understanding of the work settings, the potential of the learners' experiences, and their own roles in assisting the learners to achieve the program purposes. Participating organizations should assume full responsibility for the training, compensation, and recognition of all personnel who implement the program.

Extending educational environments beyond the school will be a new experience for many educators with the programs (teachers, school administrators, counselors, and program staff). In addition, many will have had little work experience in settings other than schools. For these reasons, educators in these programs must understand how to help learners prepare for the experiences, how to integrate the experiential learning with other educational experiences, and
how to assist participants in processing the experiences. Educational personnel also need to have a good grasp of occupational information, business-world principles and operations, economics, labor laws, etc. Knowledge and skills such as these must be gained prior to involvement and must be maintained throughout the program. Educational personnel should realize how an understanding of the work environment will be important for them; it enables educational personnel to be effective in interacting with labor and management representatives.

While school staff supervision is important in the Walkabout process, the placement supervision is even more important. Optimally, this supervisor becomes a mentor. The Far West Lab in its publication by Kendra R. Bonnett, Workplace Mentorship for the 80s, had these comments on this process.

We are advocating a very specialized form of mentorship—WORKPLACE MENTORSHIP. In this case, the mentor would acquaint a youth with the adult world of work, giving her or him an opportunity to begin the process of developing adult values and interests, teaching a sense of responsibility, and preparing the youth for the kinds of decisions that will be required as a adult. Workplace Mentorship is not vocational education training, neither is it a master/apprentice relationship. Rather it is a special one-to-one relationship between an interested youth and a working adult who offers the youth attitudes and values. The mentor provides direction in the transition from youth to adult.

For the youth, the advantage of the mentorship relationship are clear. Mentorship has the potential to improve interpersonal skills and self-confidence, demonstrate the importance and application of classroom learning for solving real problems, and provide first hand understanding of the nature of particular occupations and of adult working life. But the mentor benefits as well. An adult gains satisfaction from knowing she or he has accepted responsibility for the future by giving guidance
to a young person. It is the knowledge that something good has been put back into society (Bonnett, 1/9/80).

Whether a workplace mentorship develops or not, the placement supervisor is an essential element in the success of a Walkabout.

The third element of a Walkabout is the reflective component. Dewey said, "Learning is thinking about experience." (1938). Gager clearly expressed the importance of reflection in the experiential process.

The opportunity for critical analysis and reflection is the final ingredient in the process flow. In this context, I am referring to the need to 1) link practice with theory; 2) reflect upon and examine one's experience in order for it to "take"; and 3) attempt to make a transfer from what is learned through experience to broader considerations. Experience alone does not automatically produce learning. How then, do we orchestrate the critical linkage between the experience and something beyond? The answer is as broad and complex as is the human condition. Some teachers use group discussions, others encourage students to keep journals, still others ask probing questions on tests or examinations. Just how this happens must ultimately be decided for each individual teacher, and I hope for each individual learner. But the need to provide the opportunity for transfer cannot be overlooked. It is the time for synthesis . . . for achieving a sense of closure and for establishing the next "ignition" in the learning cycle. (Gager, 1/9/79).

Hedin and Conrad in their evaluation of twenty-seven experiential programs stated, "Among the general program characteristics, the strongest factor influencing change, particularly on social attitudes and complexity of thought, was the existence of a seminar in which students reflected on their experiences." (Hedin and Conrad, 1981).
The Experiential Education Policy Guidelines also recognized this when it said:

Most, but not all, programs recognize the need to provide for reflection as part of the experience. Through seminars and counseling sessions, learners gain insights that may never be achieved through experiences alone. For example, some learners may not agree with the rules and standards governing their work experiences. Having the opportunity to reflect on the problem and discuss it with others may help them resolve what would otherwise be a negative experience. A more significant benefit of reflection is that it enables individuals to learn those things which are difficult to learn experientially in a short span of time. Because they have designed experiences to include opportunities for reflection and interpretation, certain programs have enabled learners to approach their full potential.

Experiential programs that provide worthwhile experiences spend considerable time in careful planning, development, monitoring, and follow-up. Other programs that are laissez-faire on this score leave much to chance and seem likely to result in disappointment and even cynicism for all the participants. Although it is a time-consuming task, structuring the experiences seems well worth the effort (1979).

Cell's comments offer another perspective on the importance of reflection when he stated that;

Reflection is necessary because we often manipulate our experiences to fit our beliefs. We perceive selectively, and we tend to experience what we expect to experience, hope to experience, or fear to experience. In this way, the anticipations that our beliefs involve may become self-fulfilling. (p. 82).

REVIEW OF RELATED LITERATURE IN TERMS OF THE STUDY'S CONCEPTUAL FRAMEWORK

In 1933, fifty years prior to Cell's Learning to Learn from Experience, Dewey defined reflective thinking as,
Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends.

Dewey also suggested five general stages for reflective thinking. George Steele, who also did his dissertation research at Linworth, has summarized this work on reflective thinking stages as follows (Steele, 1986):

The first stage is suggestion, which involves the substitution of an idea for action because action is hindered. The substitution is accomplished by "conduct turned in upon itself and examining its purpose and conditions, its resources, aids, and the difficulties and obstacles." The suspension of activity at this stage provides the individual with the opportunity to begin giving careful consideration to the problem which hinders the continued activity.

The second stage is intellectualization. This is the point of inquiry in which observation and analysis lead the individual to consider what is the problem which hindered activity. This stage is important for defining the problem. Dewey (1933) asserts that "The nature of the problem fixes the ends of thought, and the ends control the process of thinking." If the individual errs in defining what the problem is, then the next stage, forming hypotheses to resolve the problem will be incongruent with the actual hindered activity.

Stage three, hypothesis information, suggestions "spring up" that bare possibilities for resolving the hindrance. These suggestions are not, initially, "intellectual occurrences." It is only through what the individual does with the suggestion that it can become an hypothesis. Only when the suggestion is compared and contrasted to "facts and data" and the nature of the hindrance can it become an hypothesis. Because the hypothesis must be considered a tentative route to begin activity, activity must begin testing, not decision.
Dewey referred to the fourth stage as reasoning. In this stage, the idea or hypothesis developed in stage three is examined in light of its particular ramifications. Whereas in stage three, the hypothesis is developed in relationship to the conceptualized problem, in stage four the hypothesis is examined for meanings in relationship to the problem. During this stage, possible consequences of following through with activity based on the hypothesis are deductively considered. At this point, one may determine that the hypothesis does not fit the situation caused by the hindrance, or that more information is needed to substantiate a course of action, or that new hypotheses need to be considered. The final stage of reflective thinking is action, to seek verification that the hypothesis "works". If it does not, then the process of reflective thinking resumes.

While these concepts of Dewey's offer a format for looking at the cognitive processes of reflective thought, they do not offer the holistic, developmental perspective which includes both cognitive and affective growth. Cell (1984) offered a conceptual framework which is both affectively and cognitively developmental in its orientation.

Edward Cell's book, Learning to Learn from Experience, offered an overview of experiential learning, including how it affects the individual's personality and the conditions necessary for growth as well as the conditions which inhibit growth in learning from experience. It also suggested tests for the validity of interpretations concerning experiential learning. Cell's work will be used to provide a conceptual framework for this study. It is uniquely important in the experiential literature because it offered a holistic view of experiential learning,
including both the cognitive and affective processes. This provided a more comprehensive perspective than had hitherto been available in the field.

Cell defined experiential learning as, "learning in which the learner is directly in touch with the realities being studied." (p. VIII). And stated that significant, "learning involves a change in the learner which can be a change in behavior, interpretation, autonomy or creativity." (p. VII).

He made a distinction between primary learning and secondary reflection. Cell defined primary learning as the "active reinterpretation of our situation that we make spontaneously as we engage in it, generally in response to a change in that situation." Secondary reflection is the "reflective reinterpretation that we work out when we remove ourselves from the action to see more carefully and critically what has been happening. Through this process, secondary reflection becomes the foundation of human freedom - a life rooted in one's own reason, experience, and judgment." (p. VIII).

Cell's aim was to increase an understanding of what experiential learning involves, how it is tested, under what conditions one learns something functional (growthful) for him and under what conditions one fails to learn something or learns something dysfunctional, and to explore ways in which learning may expand and strengthen personal freedom and one's capacity to be self-directing. By
"functional learning", Cell meant, "the kind of learning that either contributes to our autonomy or enrichment or is, at least, compatible with them while serving other valuable aims." (p. XI). Cell saw the ultimate goal of experiential learning to be power, "the power to make a significant difference." (p. XI). If power is not achieved in constructive ways, one may turn to destructive forms as a way of making some sort of difference.

Cell presented the thesis that dysfunctional learning is the result of internal and external obstacles encountered in one's effort to be an effective, significant person or to gain power. Dysfunctional learning is a response to anxiety, for anxiety is an emotional response to an apparent threat to the self that we have not learned to overcome. Behavior that is defensive or destructive and beliefs are acquired that are "interjected from others rather than derived from our own experience and judgment." (p. XI).

Cell suggested that Rogers' concept of organismic experience is a trustworthy source of functional learning. By organismic experience, Rogers meant the body-mind unity. He stated, "The psychologically mature adult trusts and uses the wisdom of his organism that if he can trust all of himself, his feelings and intuitions may be wiser than his mind." (1964). And Cell used Rogers' three conditions as the basis of functional learning. They include, "engaging in a relationship in which the individual is prized as a
separate person, in which the experiencing going on within him is empathetically understood and valued, and in which he is given the freedom to experience his own feelings and those of others without being threatened in doing so." (1964).

Cell also agreed with Roger's concept of the major cause of learning dysfunctional interpretation. Cell sees that students learn dysfunctional interpretation in, "an attempt to gain or hold love, approval or esteem, the individual relinquishes the locus of evaluation which was his in infancy, and places it in others. He learns to have a basic distrust for his own experiencing as a guide to his behavior." (Rogers, 1964).

Cell defined our learning as dysfunctional, "insofar as we tend to adopt the behavior and beliefs expected of us by others." (p. 19).

He believed that experiential learning involves both what we do (behavior and interpretation) and how we see things (response and situation) and may also involve change in our point of view (transsituation and transcendent).

Cell defined four types of experiential learning in terms of change in behavior, interpretation, autonomy and creativity. With the exception of change in behavior, each kind of learning is seen as a change in our ability to do the sort of learning immediately preceding. This is similar to the rationale for Erickson's levels of emotional
maturity. Erickson said that "anything that grows has a ground plan, and . . . out of this ground plan, the parts arise, each part having its time of special ascendancy until all parts have arisen to form a functioning whole." (1959).

The first level of Cell's experiential learning is called response learning. At this level, the student changes the way he is prepared to respond in a certain situation, either by adding a new response to the set of responses previously learned or by substituting a new response for one he has been using. "It is by response learning that we create ourselves. We are what we do." (p. 42). At this level, through primary thinking, we learn to look at ourselves and our environment in a certain way based on what we see our environment rewards. This learning is closely related to the behaviorists' concept of operant conditioning in that much of it is the result of trial and error. We add to our basic repertoire of behaviors any act which yields the reward for which we are looking. Rote learning is one example of response learning.

The second level of experiential learning, change in interpretation, is called situation learning and involves a change in how we interpret a certain kind of situation. These interpretations involve placing a value on something in a situation and judging how things work in such a situation. "Alternative ways of looking at our lives open
up the opportunity of learning alternative behaviors."
"Human freedom or autonomy is equated with an ability to
change our interpretations and to act in light of that
change." Autonomy comes from our ability to determine the
meanings of our situations. As one changes the way in
which one looks at things, one changes the way one behaves.
To the extent that we have the feeling that our behavior is
determined by our freely chosen desire for meaning and
value rather than in obedience to the expectations of
others, our behavior is freeing.

Situation learning has two forms:

1. the active reinterpretation of our situation
   that we make rather spontaneously as we
   engage in it, generally in response to a
   change in that situation";

2. the reflective reinterpretation that we work
   out when we remove ourselves from the action
   to see more carefully and critically what
   has been happening. If we wish to emphasize
   our responsibility for what we do, if we wish
   to highlight the element of distance that
   reasoning may place between ourselves and the
   casual forces operating in a situation, we
   will take the act of reinterpretation, either
   active or reflective, as the key
   element of our freedom." (p. 60).

Active reinterpretation allows for bias as we may favor
someone else's judgment over our own, whereas in reflective
reinterpretation, we favor our own judgment.

Another important aspect of situation learning
involves the transfer of learning or generalization.
Briefly stated, this means that an individual's way of
looking at one situation tends to affect the way the
individual looks at other situations.
Contrast is a key to situation learning. We become conscious only of those things which we contrast with something else. All meaning, in fact, experience depends on the number of contrasts, and so, on the number of meanings we use in interpreting it. We add much to our experience by knowledge of cultures different than our own, persons different from ourselves, etc. These may be important considerations in selecting a learning situation. (p. 49).

The third level of experiential learning, transitiational learning, involves learning how to change one's interpretation of a situation.

Improving our ability to examine and change our interpretations involves both developing the needed skills and deepening our understanding of what it means to create interpretations. In this process, we interpret our acts of interpretations, we reflect on our powers of reflection. Through transitiuation learning, we gain a sense of ourselves beyond our interpretations. We live more fully our autonomy, grasping more firmly our responsibility for ourselves, understanding more clearly and movingly the meaning of our humanity, tapping more deeply the resources of our courage to cope with all that is threatening. Getting in touch with our powers to form our interpretations, we strengthen the power that lies deeper than powerlessness.

If we are able to interpret a situation in only one way, we are in bondage to that interpretation. But if we are able to create and choose between alternative interpretations, then we are capable of autonomy in a fuller sense than in our earlier use of the term. We are able to be responsible not only for our actions but for the interpretations or meanings on which these actions rest. A key factor in such autonomy of interpretation is the ability to ask questions of our experience in such a way that alternative understandings are created.

The bondage to one interpretation, which is part of not having learned to create and choose between alternative interpretations not only blocks autonomy but prevents us from understanding the point of view of another. To enter into the way another sees a situation, we
obviously must be able for the moment to let go of our own interpretation. (p. 52).

The fourth level, transcendent learning, occurs when someone "modifies one or more of the available concepts or creates relatively new ones." (p. 53). These new concepts are new tools, which provide new possibilities for interpreting individual situations "since concepts are tools for social transactions, the creation of new concepts is brought to a successful completion only when they become part of the transactions of one or more groups." (p. 53).

It is clear that human creativity impacts on the processes which make possible our transactions with others. This human creativity empowers the individual to become a person as he organizes his experiences in ways that make significant differences in his life situations.

"These acts of creation give unique expressions to ourselves and are the means by which we can struggle against all that threatens our personal existence. Through the courage they make possible, we can face anxiety about our being and not be crippled by it. In living creatively, we find a courage and a power that takes us beyond powerlessness." (p. 53, 54).

This comprehensive perspective and its conceptual framework as presented by Cell will be used to analyze the data of this study. The data will be noted and the learning level assigned in term's of Cell's definition of the four levels. Figure 1 refers to these four levels.
### Cell's Experiential Learning Typology

<table>
<thead>
<tr>
<th>Change in How We See</th>
<th>Change in What We See</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. RESPONSE</strong></td>
<td><strong>BEHAVIOR</strong></td>
</tr>
<tr>
<td>Change in repertoire of responses</td>
<td>Involves primary thinking</td>
</tr>
<tr>
<td><strong>II. SITUATION</strong></td>
<td><strong>INTERPRETATION</strong></td>
</tr>
<tr>
<td>Change in ability to do response learning</td>
<td>Involves active reinterpretation and secondary reflection</td>
</tr>
</tbody>
</table>

#### Change in Our Point of View

Occur when we disengage ourselves from our interpreting and examine our processes of interpreting these transactions thereby changing our ability to interpret.

#### III. TRANSITUATION

Change in ability to do situation learning
Involves change in interpretation

#### IV. TRANSCENDENT

Change in ability to do transmutation learning
Involves change in concepts
Must be able to question the experience in such a way as to create new interpretation
Must be able to move off of one interpretation and enter into new way of seeing

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Figure 1
While Cell's comprehensive theoretical framework adds a new dimension to the understanding of the experiential educational process, it is not a totally new way of viewing growth. Cell's concepts are compatible with structural-developmental psychology. This branch of psychology has its philosophical roots in Dewey and its psychological roots in Piaget.

The structural-developmental view is that a person makes sense out of the world by dialoguing with it. Thought is seen as a dialectical process which results in reorganization of the individual's psychological structures in response to his interactions with the environment. Knowledge is the active change in a person's patterns of thinking which is brought about by reflection on such experiences, the individual's internally organized system of thought that functions as a set of rules for making sense of information and events is cognition.

When the individual is faced with new ideas and experiences, his first attempt will be to assimilate this information into his existing mode of thought. However, if this fails and the necessary conditions exist, he will adjust these cognitive structures to accommodate the new reality. A structural-developmental theory designates the terms, stages, or levels of development to those subtle transformations of the individual's cognitive structures to accommodate his changing perceptions of external realities and the resulting changes in his feelings, actions, and thoughts while interacting with the new situation.
According to structural-developmental theory, the purpose of education is the stimulation of the individual's movement through the stages or developmental levels towards more complex levels of thought, feelings and action. Clearly, structural-developmental psychology, which equates knowledge with neither external reality nor inner experience alone but with the resolution of the two by the action of a thinking, feeling person on the contradictions of the world, argues the central importance of experience to formal education. This intellectual tradition provides a powerful, theoretical foundation for Cell's work and its use in the data analysis of this study. This is true because implicit in the structural-developmental theory are the following premises:

1. Development, not cultural transmission or maturation, is the purpose of education.

2. Experience is essential to that development.

3. Development proceeds from stage to stage as the individual struggles to maintain equilibrium in his encounters with the world.

4. It is possible and desirable to promote development deliberately by supplying the prerequisite conditions for movement from stage to stage provided educators have sufficient understanding of the process.

While it is clear that the Cell (1984) work fits into the structural-developmental theory, it is helpful to look at some theorists prior to Cell and note how their use of these ideas fit with the reality of experiential education.
Specifically, the ideas of Havighurst, Gould, and Chickering in terms of adolescent development and experiential education will be considered.

Havighurst (1948) has used the developmental task idea as the basis for a theory of human development. For him, a developmental task is a task which arises at or near a critical time in the person's growth, successful completion of which will cause him happiness, societal approval and future success in task completion. If he is unsuccessful, he will experience unhappiness, societal disapproval and difficulty in future tasks.

These developmental tasks arise from physical maturation, societal pressure and personal values, and aspirations of the individual. If the self is ready, the body is ripe and society requires a certain developmental task, Havighurst said we have a teachable moment. This whole concept is analogous to the concept in experiential education of optimal placement. Dewey (1938) says that the central issue is choosing the experience which will "attract, not repel, the student and will live fruitfully and creatively in future experiences."

Havighurst considered four developmental tasks particularly related to adolescent and early adult development. The adolescent must achieve emotional independence. As a child, he saw parents as omnipotent and omniscient, as an adolescent, he can see that they are imperfect, and he transfers some of his dependence to
peers, other adults and groups as he moves towards emotional independence. Havighurst sees this as an especially difficult task for women since they are socialized to be more dependent.

In experiential education, the assumption of diverse roles by students and the exposure to significant other adult role models allows students to find out that they can establish important relationships independent of parents.

The adolescent must also prepare for marriage and the family. Havighurst cited a number of reasons why this is becoming a more complicated task since he first discussed this in 1948. Diverse roles, flexible life-styles, changing time frames for marrying, child-bearing complicate the work. Experiential education allows students to see and relate with people currently dealing with such issues and may, therefore, cause students to examine what is appropriate for them in different, more relevant ways at earlier times than those without these opportunities.

The task of choosing and preparing for a career influences the first two tasks of emotional independence and preparing for marriage and family. Havighurst noted the trend towards continuing adult education and career changes in a technically complex and changing world.

Certainly students who become involved with adults as peers in an experiential education program will also note these adult concerns and activities.
Havighurst considered developing an ethical system as a developmental task somewhat analogous to Erickson's (1959) identity stage of emotional maturity. Erickson believed that development of a personal ideology is fundamental to the adolescent's formation of identity. In forming an ethical system, the adolescent moves from his childhood acceptance of parent's values to questioning as he said, "Why wear rubbers?" "Is Adam, Eve and Eden true?" "Are minorities really inferior?"

In experiential education, one of the major issues students deal with is differences in value systems. When a student is spending significant time in a work environment with another adult, questions concerning decision-making, life style, etc., arise in ways that they never will in a classroom setting.

Havighurst raised important issues concerning aspects of adolescent development and experiential education can and should address these same issues.

Gould (1978) suggested that adulthood is not a plateau but rather a time of dynamic change and growth. Each new event (marriage, birth of child, purchase of house) raises issues of unfinished business for the adult. It seems plausible that adolescents who are involved in an experiential education program may have less "unfinished business" if they address issues earlier.

Gould separated unfinished business into the following four areas:
1. Adult vs. Childhood consciousness with the components which include the need to overcome omnipotent thoughts and fantasies, mastery of the concept of restricted rights and overcoming the assumptions that "I'll always live with my parents and be their child. Someone will always be there to help if I get into trouble," and "There is no evil or death."

In experiential education, the "shock of recognition" phase is a result of coping with these assumptions.

2. "Leaving my parents world." The major false assumption is that "I'll always belong to my parents and believe in their world." Some components of this assumption include, "If I get anymore independent, it will be a disaster," and "Only my parents can guarantee my safety."

A successful experiential education program shows students that more independence isn't a disaster and that they are responsible for their own safety.

3. "I'm Nobody's Baby Now" assumes that if I do things my parents' way with persistence and willpower, I'll achieve my goals. But if I get tired, frustrated or discouraged, they will show me the right way." Component assumptions include that there is really only one right way and if I do it that way, my success is guaranteed.

In an experiential education program, students see and experience alternative ways of coping and find that in a specific area their experience and consequent success may outweigh that of their parents.

4. "Freeing up what's inside" assumes that life is simple and controllable and there are no significant contradictions within me. Component assumptions include; that "What I know intellectually, I know emotionally," and "there are no significant threats to my security."
In experiential education, it is the job of the reflective component to raise these issues, the experience by itself may not reach this depth in the student's development.

It seems obvious that these areas of unfinished business in adult life as described by Gould may at least be started to be dealt with by the adolescent in a good experiential education program.

Chickering (1978) presented a theoretical developmental framework for adolescent development. He cited the following:

1. Competence is the confidence that one can cope and achieve goals. It has three components which are the physical, social (interpersonal) and intellectual.

The externalization component in an experiential education program should promote confidence and competence.

2. Management of emotions - the primary emotions which arise in adolescence are aggression and sexual impulse. Chickering states that aggression (anger, hate) and sexual impulse are handled by experimenting with new forms of coping until the adolescent is successful.

Experiential education allows the student the chance to see more mature people and their unique-coping strategies so that the student is exposed to alternatives.

3. Autonomy - the key is recognition and acceptance of independence and interdependence. There are two types of autonomy. In instrumental autonomy, the person is able to accomplish tasks without help and can also be mobile in order to accomplish goals and aspirations. An experiential education program promotes this type of independence and also illustrates concretely to the student the benefits of moving from current environment (school) to achieve goals.
The second type of autonomy is emotional in which the person no longer needs constant approval to persevere. As a child needs constant parental approval, as an adolescent transferred some of that need to peers and other adults, as he grows and develops a system of values, he can sacrifice approval if necessary to uphold his own value system.

Experiential education provides role models in various stages of development in terms of autonomy.

4. Identity - the individual develops a solid, stable sense of who he is. This sector is a result of competence, controlling emotions and autonomy and sets the stage for the last three sectors.

Each phase of experiential education (assessing self and goal setting, planning and negotiation, engaging and experiencing, evaluating and reflecting, sharing and publishing) helps to define the individual for himself.

5. Freeing interpersonal relationships means more than interpersonal competence. It includes a tolerance for a broad range of people whereas competence may simply mean an ability to work with someone.

Both the experience itself and the reflective component should offer the student help in this area.

6. Clarifying purposes - means integrating vocational, avocational, recreational and life-style purposes, and priorities. The self-directed aspects of experiential education are concerned with helping students in areas of decision-making, risk-taking, self-challenge and value clarification.

7. Developing integrity - in the sense of an internally consistent value system which offers direction to behavior. Again, in experiential education, the use of reflection fits with this aspect of development.
An experiential education program, as defined in Chapter II, gives "students new roles in which they have significant responsibility with real consequences in which the emphasis is on learning by doing with an associated reflective component." (p. 17).

Clearly, Cell's theoretical framework, which is used for data analysis in the study, is a part of a long tradition of structural-developmental theorists.

Summary of Literature Review

This study asks two questions:

1. What student characteristics make or do not make Walkabout a growthful experience?

2. What Walkabout characteristics make or do not make it a growthful experience for students?

In the previous literature review of both past and recent discussions of educational philosophies, it is clear that if one accepts the concepts of Dewey, Howe, Sizer, etc., as summarized by the Raywid comment that real educational issues concern multiple intelligences and multiple excellencies, then these research questions are relevant.

The four areas (family, educational and risk-taking background, and self-confidence level) as related to the student characteristics which make a Walkabout a growthful experience have been shown in the literature to have been considered as significant elements by other educators, such as Gibbons, Rogers, Heath, etc.
The three essential elements of a Walkabout: the placement, the supervision, and the learning process seem, at first, to be rather straightforward. However, it is clear in the literature review that the last one, the learning process, in experiential education has a different emphasis from other educational formats. There is a definite focus on the reflective component in the experiential education process. This reflective component is at the core of Cell's work, *Learning to Learn from Experience* (1984), which is used to provide the conceptual framework for this study.
CHAPTER III
PROCEDURES OF THE STUDY

Research Methodology in Experiential Education

There is currently no prevailing, generally agreed upon scientific paradigm in experiential education. Experiential education has had no agreed upon theoretical framework. Its programs are diverse, falling into five broad, general categories: adventure/outdoors, career internship, cooperative, apprentice, and service learning. The approaches of these are equally diverse. Practitioners, who frequently tend not to be oriented towards a scientific approach, are tempted to be too involved in doing (experiencing) to take time for investigation.

Donald Sanders in the paper, Practice Centered Inquiry: A Scientific Approach to the Practice of Education and Teaching (1982), suggested that we cannot hope to understand education scientifically until we have systematic observation of education in practice. It is with this in mind that the study of one kind of experiential education, Walkabout, is undertaken, in the hope that systematic study of the Walkabout process may
contribute to greater understanding of experiential education in general.

It is given that observation of experiential education is an especially difficult and complex process due to the diversity and complexity of experiential education programs. However, the consequence of the neglect of solid research is a great deal of misunderstanding of the field by the public and worse yet, by practitioners in the field of experiential education. Dewey said, "All education is experiential but not all experience is educational." (1938). Indeed, many experiences are miseducational—that is, they distort the students' education or turn off students to future education. Many of experiential education's problems, which can lead to miseducative experiences, can be attributed to a lack of or to inadequate research.

Another consequence of this lack of research is a tendency for experiential education not to be taken seriously, not to be considered credible because it appears that experiential education does not take itself seriously enough to do adequate and appropriate research in the field.

The National Society for Internships and Experiential Education (N.S.I.E.E.) publishes an annotated bibliography of currently conducted or recently completed research in the field of experiential education. The most recent one (PANEL RESOURCE PAPER #10) listed forty-five projects. It
is not possible to determine the methodology of fifteen of these studies. Of the remaining thirty, twenty of them are rationalistic in their direction. Of the ten which follow the naturalistic model to some extent, there is one which is the most extensive and comprehensive study of experiential education in the United States in the past five years. This is the Hedin and Conrad study, which has been previously discussed in the review of the literature. It is primarily rationalistic but does use some naturalistic methods.

David Moore commented in a paper for N.S.I.E.E. on the current limitation of research in this area:

Moreover, as Jennifer Anderson demonstrated recently in her annotated bibliography on experiential learning (PANEL RESOURCE PAPER #10), there is no shortage of people studying that phenomena, trying to generate rigorous and useful knowledge about students, programs, and educational processes. After reviewing a fair portion of that literature, I am left with the uneasy judgment that while many of the research studies of experiential education are sound and intriguing in their own right, they lack collective coherence. That is, I believe, that researchers as a group may be using inadequate methods to help us better understand and improve learning outside of the classroom. (1984).

Moore continued to express the concern that too much research in this field focuses on both input variables (characteristics of students, such as S.E.S., academic performances, etc.) and output variables (changes in academic achievement, attitudes, job placement, etc.)

Now, there is no question that the input-output studies are important. Obviously, we need to know who takes part in our programs and
how they change as a (supposed) result. But I think that many researchers fall into a social psychological trap; they believe that if they can demonstrate "effects" through controlled comparisons of students who experience different "treatments", then they will be able to make scientific judgments about program efficiency. That approach is a trap because, try as we might, we cannot control all the variables of firsthand experience, therefore, we cannot draw sound conclusions about the aspects of that experience that bring about apparent outcomes. (1984).

First, he suggested ethnographic studies by which he meant, "extensive and systematic observation of students in work environments." His second suggestion is for developmental studies.

In addition to doing pre/post tests of students' development along cognitive, emotional and social dimensions, we should investigate the particular features of work experience that appear to contribute to those changes. Many cognitive psychologists argue that laboratory tests of mental functions may not be valid in other ecological contexts and are examining naturally-occurring situations to discover how people perform certain kinds of cognitive work.

If in fact interns grow in terms of logical reasoning or self-concept or social relations, then we ought to be able to locate the experiences that drive that development where they are given the opportunity and the resources to acquire and use those skills, and where they get feedback about the quality of their performances. (1984).

Of Moore's three categories, this study most clearly resembles the developmental one.

The third category, pedagogical studies, would examine various educational components of experiential programs, such as pre-field preparation courses, placement seminars, supervisor visits, etc.
Moore summarized his view of research in experiential education.

These quasi-ethnographic studies of experiential education may, in the long run, be far more useful to us as practitioners than are the traditional input-output questionnaire approaches. Important and helpful as they may be, this kind of research cannot capture the detailed texture of everyday life in supposed learning environments. This is not to say that educators have no role in designing and implementing interventions that they should "trust in the process" and leave things alone.

I would rather argue for a more sensitive understanding of the ways in which education happens naturally in an internship - an understanding on which we as educators can build an even more effective pedagogy and curriculum for experiential learning (1984).

In response to the question of the current status of experiential educational research, Michele Whitham responded, "There's such a paucity of empirical research in experiential education that it's hard to think of anything that has been covered sufficiently." (Anderson, 1983).

Much that has been considered research has really been theoretical and descriptive information and program evaluation. And the "majority of the research that has been done on experiential education gets at the 'easy stuff' - impacts easily measured with pencil and paper instruments and pre/post tests and is concerned more with the affective than the cognitive domain." (Anderson, 1983). Within the educational field, there are basically two scientific paradigms used for research. Guba and Lincoln (1981) have discussed the differences in key
assumptions, approaches and criteria for trustworthiness. Figure 2 presents a brief summary of these differences.
## COMPARISONS OF RESEARCH PARADIGMS

<table>
<thead>
<tr>
<th>Nature of</th>
<th>Rationalistic</th>
<th>Naturalistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reality</td>
<td>Singular, with parts which can be separated and independently manipulated (variables).</td>
<td>Multiple, with parts which will diverge rather than converge as inquiry proceeds. Study of one part influences the other.</td>
</tr>
<tr>
<td>Inquirer vs. Object Relationship</td>
<td>Independent</td>
<td>Interdependent with each influencing the other.</td>
</tr>
<tr>
<td>Truth Statement</td>
<td>Generalizations which are context free are possible based on similarities.</td>
<td>Generalizations are not possible. As interested in differences as similarities. However, some transferability possible to other contexts if thick description given.</td>
</tr>
<tr>
<td><strong>Approaches</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td>Quantitative</td>
<td>Qualitative though no reason why couldn't be quantitative or both.</td>
</tr>
<tr>
<td>Central Importance</td>
<td>Rigor. Internal validity</td>
<td>Relevance. External validity. Trade off for rigor is that results may apply only in lab.</td>
</tr>
<tr>
<td>Setting</td>
<td>Lab</td>
<td>Natural</td>
</tr>
<tr>
<td>Source of Theory</td>
<td>A priori or questions or theories asked prior to inquiry</td>
<td>Theory arises from data. Called grounded theory.</td>
</tr>
</tbody>
</table>
Figure 2 (continued)

<table>
<thead>
<tr>
<th>Nature of Knowledge Type</th>
<th>Rationalistic</th>
<th>Naturalistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruments</td>
<td>Prepositional</td>
<td>Tacid</td>
</tr>
<tr>
<td>Design</td>
<td>Keep layer of instruments between investigator and data.</td>
<td>Emerges from inquiry and not completed till inquiry completed.</td>
</tr>
<tr>
<td>Criteria for Trustworthiness</td>
<td>Validity of concept rooted in single reality idea.</td>
<td>Multiple realities. Humans used as instruments. Humans change -- results change. Criteria is dependability.</td>
</tr>
<tr>
<td>Consistency - If study replicated, what is likelihood of results being repeated?</td>
<td>Data must be gathered so that chronological and situational variables will not change results in other contexts. Results unchanging.</td>
<td>Not possible. Time and situation will change results. Some transferability possible with thick description of contexts.</td>
</tr>
<tr>
<td>Applicability - To what extent applicable in other context?</td>
<td>Guaranteed by method. However, method reflects predisposition of investigator.</td>
<td>Shifts burden of neutrality to data.</td>
</tr>
<tr>
<td>Neutrality - Lack of bias on part of investigator.</td>
<td>Based on match between data gathered and the phenomena under investigation. By ruling out any possible alternative hypotheses.</td>
<td>Based on member check--check data and interpretations with members of group from which data drawn.</td>
</tr>
<tr>
<td>Truth Value</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The suggestion is made that other fields (psychology, educational anthropology) with their different methodologies be included in the research process. Among the approaches recommended were: "Case studies utilizing data gathered from in-depth interviews, field observations, critical incident analysis, and other records kept on students, longitudinal studies." (Anderson, 1983).

There is a direct relation between these recommendations and this particular Walkabout research since The Anderson report states, "there is enough evidence to suggest that different people learn differently. With the student population becoming more diverse and heterogeneous, it is important to determine if experiential education lends itself more to certain groups than others and in what ways." (Anderson, 1983).

There is a clear relationship between the Anderson statement and the problem statement of this research which is:

1. What student characteristics make or do not make Walkabout a growthful experience?

2. What Walkabout characteristics make or do not make it a growthful experience for students?

**Research Methodology of This Study**

It is clear that there is increasing pressure from experiential educators for more research which follows the naturalistic paradigm. The previous comments offer sufficient rationale for the methodology of this study being a qualitative one.
However, it seems appropriate that the researcher also offers a personal rationale for the chosen methodology. Ross Mooney offered a basic guide for researcher productivity, which gave a solid foundation to a consideration of methodology when he said,

A research producer can be more productive if, (a) he feels open and friendly towards his universe, (b) he believes in himself as a legitimate and necessary center of his experience, (c) he has faith that what he can consciously do can have a worthwhile effect on his universe, (d) he feels comfortable thinking esthetically, i.e., with structural harmonies in his experiential formings and flowerings. (Mooney, 1957).

This quote described both the naturalistic research paradigm and the natural predisposition of this researcher to be the instrument of this investigation.

Further evidence of the appropriateness of the research paradigm is offered in this quote from Schatzman and Strauss.

For the naturalistically oriented humanist, the choice of method is virtually a logical imperative. The researcher must get close to the people with whom he studies; he understands that their actions are best comprehended when observed on the spot in the natural ongoing environment where they live and work (1973).

Other external issues also make this methodology selection the most appropriate one. These issues include the nature of reality, the inquirer versus the object, generalizability, source of theory, neutrality, and credibility.
The "nature of reality" of the Walkabout is clearly a multiple focus whose parts have diverged rather than converged as the investigation has proceeded. Its parts cannot be separated since each influences the other (role of student, placement, school, staff, etc.). The result of this multiple focus is that the inquirer versus the object studied relationship is one of interdependence with each influencing the other.

Generalizations are not possible in a Walkabout study nor are they very important since differences are at least as important as similarities. As Bogden and Biklen stated, "Some qualitative researchers do not think of generalizability in the conventional way. They are more interested in deriving universal statements of general, social processes rather than statements of commonality between similar settings, settings such as classrooms." (1982).

The source of theory in the investigation has arisen from the data collected. Grounded theory is more appropriate than a priori theory when an investigation is intended to illuminate a process not yet clearly understood since it allows the analysis to arise from the data rather than making data fit into a priori theory which may not fit the collected data. It is important to note that Cell's book was not published nor available to this researcher until almost one year after the inception of the study. The proposal was completed in September of 1983, and data
was collected from September of 1983, till June of 1984. The data was studied in the summer of 1984, and in August of 1984, Cell's book became available. In the initial reading, the researcher discovered the connection between the data and Cell's theory.

The issue of neutrality or lack of bias on the part of the investigator is a major concern in any research effort. Patton sees that the strength of naturalistic observation is that "the researcher is sufficiently part of the situation to be able to personally understand what is happening" (1980). The naturalistic approach shifts the burden of neutrality to the data. "Qualitative researchers tend to view reality as a fit between what they record as data and what actually occurs in the setting in the study." (Bogden and Biklen, 1982). Schatzman and Strauss have seen the issue similarly, "by showing or simply stating that at least the major propositions were tested or checked against the experiences of the hosts, credibility is established (1973).

Bruyn (1966) suggested criteria for the researcher's considerations in terms of methodology, which fit well with this study:

1. "Time: Other factors being equal, the more time an individual spends with a group, the more likely it is that he will obtain accurate interpretations of the social meanings its members live by." These students and their Walkabouts took about half of the researcher's paid work time from November until June, a total of about 500 hours. There was additional evening and weekend time involved in parent interviews.
2. "Place: The closer the observer works geographically to the people he studies, the more accurate should be his interpretations." The great majority of this researcher's time with these students was on a one-to-one basis. The only exception to this in the data gathering process were the weekly seminars and the closing symposium. All students were present for these events.

3. "Social circumstances: The more varied the status opportunities within which the observer can relate to his subjects, the more likely the observer's interpretation will be true." In this study there were few varied status opportunities for the researcher. However, there is one clear status change in Walkabout. On the first placement visit, in the interview, the student is a follower and the coordinator is the leader from whom the student takes his lead. The next coordinator visit normally takes place two weeks after the start of the student's Walkabout and at this point, the status and roles are reversed as the student becomes the leader/teacher in guiding the coordinator and in explaining the various points (machines, lab processes, procedures, etc.) at the placement. The student who at this point has about sixty hours at his placement is now clearly the expert about that placement.

4. "Language: The more familiar the observer is with the language of his subjects, the more accurate should be his interpretations." This is true in a broader context in Walkabout. For example, an early hurdle in the Walkabout process at a placement, such as Battelle is the security clearance. One needs to know this and understand the process in order to have insight into some student's discussion and concerns at this point.

5. "Intimacy of encounter: The greater the degree of intimacy the observer achieves with his subjects, the more accurate his interpretations." This intimacy had been set up prior to the study with many of the subjects and this researcher by virtue of her role as guidance counselor at their school. Her role is a dual one in the school since she is responsible for both guidance and Walkabout coordination. Previous work on
students' personal and academic problems and their college selection process assured that some significant relationships existed. (Bruyn, 1966).

The researcher used the following strategies in order to increase the trustworthiness of the methodology:

1. **Member check** - is considered the single, most important action to be used in assuring trustworthiness. It is the continuous and systematic check of all data and interpretation with the members of the group from which it was taken. Each student in the study who was used as a case study read and agreed with the material written about himself or herself.

2. **Establishing structural corroboration or coherence** - is done by checking each datum and interpretation against each other so that no internal conflicts or contradictions are present. This was done by interviewing student, staff, parents, and placement people along with the use of daily journals and weekly seminar transcriptions.

3. **Thick description** - a detailed and extensive description of the study's context. Both the Walkabout and its process and setting were described by the student and the researcher.

4. **Triangulation** - the investigator's theories and perspectives are pitted against the data and interpretation. As a form of triangulation, the data was discussed with another researcher who was a non-staff member and was working on a dissertation at Linworth in the same period of time. Also, a staff member who had completed his own dissertation read the research results.

**Subjects**

Since Walkabout is an option open to only second semester seniors, there were only 38 possible subjects for the study since there were 38 seniors in the class. Ten girls and 10 boys were randomly chosen for the study in order to balance the study in terms of gender.
STUDY'S POPULATION

Senior Class .......................................... 38
Initial Choice ........................................ 20
Dropped from Study .................................... 2
Final Study .......................................... 18

Final Study ........................................ 18
Walkabout Participants ............................... 15
Non-Walkabout Participants ........................... 3

Figure 3

Of the 20 students initially chosen, one moved to a career center and another became pregnant and was not open to consider leaving the school during second semester. While both remained official students in the school, they were dropped from the study since Walkabout was no longer an option for them.

Of the remaining 18 students in the study, 11 chose to do a first quarter Walkabout and 4 of the others joined them during the second quarter Walkabout. Three of the 18 chose not to do a Walkabout either quarter.

The 18 students had no academic characteristics which would separate the 15 participants from the 3 non-participants. The participants' point hour ranged from 3.7 and a class rank (based on an entire senior class of 579 at Worthington High School) of 54 to a point hour of 1.5 and a rank of 541. The non-participants ranged from a point hour of 3.4 and a rank of 113 to a point hour of 2.0 and a rank of 463.
Thirteen of the 18 planned to attend college in the fall following graduation and the other 5 all expressed expectations of post-secondary education at some point in the future. Two of the 3 non-participants were in the group of 5 who were not immediately entering college.

In compliance with the stipulation from the Human Subjects Review Committee of Ohio State University, students and their parents were notified of the research, their roles in it and assured of confidentiality. They were also assured that they could drop out of the research group at any time. All agreed to participate initially and continued to cooperate with the study with the exception of one set of parents who declined to be interviewed.

Research Design

All eighteen students were initially interviewed in October prior to the Walkabout information meeting for students and parents in November. The intent of this timing was to gather data about students' background prior to students and parents receiving the specific information about Walkabout. These hour-long interviews were done using an interview guide approach to look at the following areas:

1. Family
   a) Nuclear
   b) Student's place in the family
   c) Family mobility
   d) Older sibling at Linworth and participation in Walkabout
   e) Parents' educational background
   f) Parents' feelings about Walkabout
2. Student's Educational Background
   a) Student's general perspective on his education to this point
   b) Years at Linworth
   c) Reasons for choice of Linworth
   d) Relationship with staff
   e) Previous knowledge of Walkabout
   f) Friends who have done a Walkabout

3. Risk-taking Background of the Student
   a) Personal perceptions of "different" experiences
   b) Extracurricular participation
   c) Employment background
   d) Interims and other independent contract work
   e) Failure experiences and student's and his family's reaction to them

These initial interviews were the only activity that separated these eighteen seniors from the other seniors. In December and January, all seniors with any interest in Walkabout made appointments with the coordinator (the researcher), to discuss possible placements. All students had taken the Holland Self-Directed Search as a starting point for looking at their interests.

In the placement interview, the initial focus comes from the student's interests as indicated by the Holland Search, successful interims (week long out-of-school independent study projects done each year from ninth through eleventh grades), career and academic interests. At the end of the initial interviews, the coordinator reflects back to the student what areas of possible interests for a Walkabout she has heard and suggests several placement possibilities based on them. The student is to consider these possibilities and decide on the one he
wants and the coordinator makes an appointment for a site visit and interview. It is important that the student initiate this meeting with the coordinator as well as taking the initiative in all future meetings.

No attempt was made to tape record this meeting with students who were subjects because the researcher considered it important that these students be treated as much like the other students as possible when she was in the primary role of coordinator. However, notes were taken as they were with all students at this point in order to be used for later reference in placement considerations. As a student returned with a decision about which sites he would like to visit, an appointment was set up by the coordinator for a site visit and a cross interview with the placement person, student, and the coordinator. (See Appendix F). Again, no tapes were made, however, notes were made by the research/coordinator immediately after the interview.

It is standard procedure in this program that no decisions on placement are made by either party in the interview or during the interview day. On the following day, the coordinator contacts the student and the placement person to see if there is a match in that placement. If there is, the student submits a proposal (Appendix G) to the placement person. The purpose of the proposal is to make clear the objectives and experiencing plan of the proposed Walkabout. This proposal is sent to the placement person about one week prior to the beginning of Walkabout.
The proposal became the first piece of student written data in this study. Up until this point, the data had all been taped interviews or notes of interviews made by the coordinator/researcher.

The next step in data collection was the copy of the daily journal which students were required to maintain each day that they were at their placements. While there were a few gaps (lost, absences, not done) overall from this point on, there were daily journals done by each student. These journals were always collected by the coordinator at the weekly Friday seminar. This is the procedure for all Walkabout students every year. The journals of those students who were participating in the research were copied and then given to the staff supervisor of each student who read them, commented on them, and returned them to the student.

The weekly seminars were also audio taped. These seminars dealt with a variety of issues, such as power and politics in the "real world" or trust and confidentiality problems at placements.

Placement people and parents were interviewed prior to the Walkabout and at the close of the Walkabout experience. Students who did not do a Walkabout were interviewed once each quarter and their parents were interviewed at the same time as the other parents. Staff members were interviewed formally in May although continuous informal conversations about students were noted all during the year.
The final piece of written data was a two paragraph abstract detailing the content of the Walkabout and the knowledge the student had acquired. This was done on the final day of the quarter.

The final oral presentation of students was a fifteen minute symposium presentation given to the rest of the school, parents, and placement people during the final week of the school year. Students were expected to share their reflection on their learning in this presentation.
**SCHEDULE OF DATA COLLECTION FOR THE STUDY**

<table>
<thead>
<tr>
<th>October /November</th>
<th>Initial individual interviews with all eighteen students of study for background information. Outline on page 62, 63 (taped).</th>
</tr>
</thead>
<tbody>
<tr>
<td>December /January</td>
<td>Individual interviews with all twenty-two Walkabout students (eighteen in the study and four not in the study) to determine placements for Walkabout beginning at the end of January (notes taken).</td>
</tr>
<tr>
<td></td>
<td>Interviews with possible placement persons, students and coordinator at Walkabout site being considered (notes taken).</td>
</tr>
<tr>
<td></td>
<td>Decisions about Walkabout placements made and proposals written by students (proposals copied).</td>
</tr>
<tr>
<td></td>
<td>Parents of eighteen students in the study interviewed, except for one set of parents who refused (recorded).</td>
</tr>
<tr>
<td>End of January/Beginning of Walkabout to end in mid-March</td>
<td>Daily journal kept by each Walkabout student (copied).</td>
</tr>
<tr>
<td></td>
<td>Weekly seminars with all Walkabout students and coordinator (recorded).</td>
</tr>
<tr>
<td>March</td>
<td>Interviews with students' first placement persons (recorded).</td>
</tr>
<tr>
<td></td>
<td>Interviews with potential new placement persons, student and coordinator (notes taken).</td>
</tr>
<tr>
<td></td>
<td>Walkabout students write abstract of first Walkabout and proposal for second Walkabout (copied).</td>
</tr>
<tr>
<td>April Beginning of second Walkabout to end first week in June</td>
<td>Daily journals kept by each Walkabout student (copied).</td>
</tr>
<tr>
<td></td>
<td>Weekly seminars with all Walkabout students and coordinator (recorded).</td>
</tr>
</tbody>
</table>
Table 4 (continued)

May
- Interview with all eighteen parents (except one set who still refused) of students in the study (recorded).
- Interviews with Linworth staff on all eighteen students in the study (recorded).
- Interviews with second Walkabout placement persons (recorded).
- Interviews with all eighteen students in study (recorded).
- Abstracts written by fifteen Walkabout students on second Walkabout (copied).

June
- Symposium presentation by each student (fifteen minutes) (recorded).

Figure 4
Data Analysis and Interpretation

While the data gathered were diverse in both their source (students, parents, staff, and placement people) and nature (interviews, journals, proposals, and symposium presentations), the use of Cell's conceptual framework offers a method for data analysis and interpretation. In looking at the question of what characteristics in students and in their Walkabouts, experiential learning made a growthful experience for those students. The four levels used in this framework are listed below:

1. Response learning -
   a change in the repertoire of behavior.

2. Situation learning -
   a change in the ability to do response learning (i.e., change in interpretation).

3. Transituational learning -
   a change in the ability to do situation learning (i.e., change in autonomy).

4. Transcendent learning -
   a change in ability to do transsituation learning (i.e., change in creativity).
CHAPTER IV

CASE STUDY - USE OF THEORY TO ILLUSTRATE CHARACTERISTICS OF STUDENT WHICH PROMOTE GROWTH IN WALKABOUT

This richness of our experience depends on the number of contrasts, and so, on the number of meanings we use in interpreting it.

Contrast is the key to situation learning. We become conscious only of those things which we contrast with something else . . . All meaning, in fact, depends on contrast . . . The richness of our experience depends on the number of contrasts and, so, on the number of meanings we use in interpreting it. We add much to our experience by knowledge of cultures different than our own, of persons different from ourselves, of philosophies contrasting with ours. These may be important considerations in selecting a learning situation. (Cell, p. 49, 50).

With this study of Miya, we begin to look at the question, "What student characteristics make a Walkabout a growthful experience?"

Miya is an unusual seventeen year old Linworth student who came to the school as a sophomore. She is unusual in a variety of ways: her father is Asian and so she has a different and quite attractive appearance, she has taken more advantage of the opportunities the school has to offer than perhaps, any other student in the past few years, and in five of the six adults (two parents, two school staff members, and supervisors at Battelle and
Children's Hospital interviews concerning Miya, the answer to the question, "What weaknesses does Miya have?" The answer was, "none." It would seem appropriate to use Miya as a starting point in looking at the question of student characteristic and growth through an experiential process since she had a wealth of experiential learning and had grown from it.

Miya's family has lived in Worthington for eleven years. Her father came here as a minister in a suburban community church. Her parents are in their mid-fifties and her father had recently undergone kidney transplant surgery and has been in tenuous health for a period of years. Miya has two brothers, eight and ten years older. She said that it has been like having two and a half parents because her brothers were semi-parents. She is especially close to the older one and can discuss anything with him. Her relationship with her parents is a strong and supportive one on both sides. Her mother described her as,

... enthusiastic in whatever she does and when she gets enthusiastic, she'll work her fool head off. I see her mature, and I guess at times I get rather scared because I can't imagine myself at seventeen. So, sometimes, I forget how old she is. I relate to myself being seventeen, and I couldn't have done some of the things she has done. So, I have a tendency to pull in the reins and say, "No, you can't do that. You're not old enough."

Her father's anecdote relates how the family sees Miya.

I think of what seems to be a little family incident - and this was a couple of years ago -
but it might be appropriate now, one afternoon as she came home from school, off the bus, I hollered to her and said there was some family event that you are going to. I hollered and said we are already late. She was talking to this friend out there, and I finally hollered again. She came in and started to cry. She probably had to change her clothing, and she kept crying in the car and finally she was able to say through the tears that it wasn't my hollering, it was whatever the issue was out on the street. When all that calmed down, got that out, stopped crying, she said, "You never yell at me, Dad. What's bugging you?" It was a switch from her problem to start analyzing me.

This incident is also indicative of how sensitive the family is to each other and also relates to a characteristic which Cell calls centeredness. Centeredness refers to, "deriving our own beliefs from our own experience as opposed to decenteredness which is taking over the beliefs of others." Decenteredness occurs as our image of ourselves and our world becomes more centered outside of ourselves in the outlook communicated by others, and so may become less and less related to our own experience. This family example indicates that Miya is able to exhibit centeredness in looking at the incident through her own eyes rather than simply accepting her father's initial reaction at face value.

The family home is congruent with the family. It is modest for Worthington, immaculate, well-organized, warm and comfortable.

Miya's two Walkabout supervisors from the school, who have known her and had her in a variety of classes over the previous three years, considered her strengths as
significant. One commented, "Name it, academic, social, everything." Another said, "... confidence in being around adults, her curiosity and initiative."

Their comments concerning Miya's weaknesses were: "Perceived weaknesses? I don't see any. I mean that. I think she tries to deal with whatever is thrown at her. I can't think of any."

Their perception of Miya's self-confidence level was also interesting; "I think she has lots of self-confidence, but sometimes she is a little uneasy about certain situations, but she plunges right into them, so I'm not sure if she has the confidence that she can handle everything as she is now, but I think she has confidence; she can learn how to cope with the situation. I've seen her exhibit some nervousness before she goes into certain situations, but she never backs away from the situations."

The other teacher commented, "Miya is not overly self-confident. She is another person who is very strong and not aware of it."

Academically, Miya is, according to her father, "Strong, maybe well-coached." One teacher sees her as more of a hard worker who gets rewards than a super brilliant student. While another teacher comments, "Academically, very, very talented." Miya graduated with a 3.85 and a rank of 80 in a class of 579.

She worked in all areas of her educational career and was not a natural risk-taker earlier. Her father comments,
As an elementary student, she would practically have a stomach ache or be ill with fear when she knew she had to get up in front of a class. She worked on that through junior high. One summer she even went to summer school and took a class where they had to make little speeches and get up in front of each other. And after she would feel like she knew the class, she would do that but not just cold. Now I feel she takes lots of risks - on this Walkabout, she has met so many different situations and people. That's the educational facet, the other - we've seen her kind of mature - become open to us - just social relationships. Before she would keep to a bunch of girls. It might be because of her brother. She seems to be very open with boys, and I think that is healthy.

A teacher commented, "Miya will get involved in about anything Huck House, U.S.D.A. labs." This comment fits with the earlier statement that Miya had taken advantage of all the opportunities that the school had to offer. As a sophomore, Miya did an interim (week long independent study) at Nisonger Center, and she also took advantage of a class offered jointly by the school and Huckleberry House (offers shelter for runaway youths and support services for them and their families), in which students were taught peer counseling and crisis intervention and then did volunteer work at the House. As a result of her work, she was hired there in her junior year as a Youth House Manager. Also, in her junior year, she was excused from classes one day a week for a semester to study at the U.S.D.A. labs in Delaware, Ohio. For interim that year, she shadowed a pediatrician for forty hours. All of this was accomplished with a demanding course load and a 3.58 grade point average.
Miya is an example of what Dewey called the "learning spiral" or continuum in which a student takes a previous learning experience and uses some part of it in moving through the next experience. Cell refers to this same phenomenon when he describes contrast as the key to situational learning and the transfer of learning or generalization which allows the student to look at one situation differently because of his experience with another similar experience.

It is clear that Miya has not just had the support of her family but has had the active encouragement in these activities.

Her father comments:

Miya's experiences with Dr. Goorey (junior interim), with a Walkabout, that kind of exposure is priceless. I find myself saying to her between Battelle (first Walkabout) and Children's Hospital (second Walkabout) that when she first followed Dr. Richardson around - the first, second day. I said, "Miya, I was in graduate school, practically my last two years - sixth and seventh years in college - and we had a kind of clinical internship in the hospital - they assigned a chaplain to us. I never had any chance to follow a doctor around. No, that's rich. Miya likes that kind of person - explains things and takes time. That's good exposure . . . The one thing I see that Battelle and Children's Hospital has done is, here she is in contact with people who are probably eight or ten years older than she is, and she feels comfortable, so I would think that when she goes to college that that would carry over - that she will be able to talk to professors - respect them - but not be intimidated, upperclassmen too.

Having laid the interpretative foundation in terms of Miya's background, it is appropriate to proceed in looking
at her in terms of the specific learning experience of this study, Walkabout.

This is Miya's report of her Walkabout in an interview two weeks after the start of her first Walkabout at Battelle:

This is what happened yesterday. I offered to spend some time with John on the computer. He gave me some really good books - exactly about what I'm going to do on the computer - the program I'll be working on. Then he gave me a book on virology that is great. It is really simple. One of the guys here is the co-writer and it is really good. There is a girl who is starting now who is a senior at O.S.U., and he was explaining the computer stuff to both of us, and then we went to the lab and he said, "Later this afternoon, Penny is going to show you how to run a gel and finish it tomorrow. Then on Thursday, you get to teach Barb." I thought, "Oh my gosh. Here I am - how am I going to teach her after seeing it one time. I'll never know how to do it." Then it was like - there she is a senior in college, a major in microbiology, and she said to me something about, "I'm doing this as an independent study because I wanted to see what it's like in a real lab." I thought what if she doesn't like a real lab? She said she has already switched her majors a couple of times. I thought - thank God I'm seventeen and doing this now . . . I'm not sure she is real thrilled that I am going to be teaching her stuff.

I watched Penny do the gel, which is really not that hard. I realized after seeing it that it is similar to some of the things I did at the U.S.D.A. lab.

Battelle has loads of money. I pointed that out to Penny. I made some comment about having done an agar gel before, and she said, "Where did you do that?" She asked me what the labs are like up there. The people - they don't have nearly as many people working up there and not as skilled people. Battelle just has everything you can think of. All kinds of fancy equipment. Like Penny said, "Once you've learned how to use it, it's not as spectacular as you think it is. It looks terrifying."
It is clear that from the beginnings of this learning experience that Miya is at the situational learning level as she constantly uses contrast in looking at her current experiences. She contrasts herself with the college senior, "Thank God I'm seventeen and doing this now . . ." and contrasts her tasks at the Battelle lab with those of the U.S.D.A. lab, "I realized after seeing it that it is similar to some of the things I did at the U.S.D.A. lab." And she contrasts the people and equipment in the two sites, "They don't have nearly as many people working up there and not as skilled people. Battelle has everything you can think of. All kinds of fancy equipment."

If we accept Cell's belief that, "Contrast is the key to situational learning" and that situational learning has two forms, one of which involves the active reinterpretation of our situation that we make as we engage in it, then Miya is at this second level of learning. She is beyond response learning and into change in interpretative or situation learning.

Miya responded to the question, "How do you feel differently about yourself than you did two weeks ago?" with the following quote:

I'm not as scared as I thought I would be. Sometimes I'm kind of worried about maybe breaking something, but I don't have that uncomfortable feeling of really being afraid of doing something wrong. Like today, Penny - everything she did yesterday, she would say, "Now this is what you are going to do now" and then she would leave. And so I'd do it. A couple of times, I slipped a little bit but it's no big
deal. It's just neat and the day goes by fast because you've got stuff to do, and you're not just sitting. The only thing I'm worried about now is the end of the Walkabout. I have a feeling I won't want to leave.

According to Cell, the second form of situation learning, the reflective reinterpretation, is what we work out when we remove ourselves from the action to see more carefully and critically what has been happening. Miya is able, at this point, to look at her feelings and reactions in this new situation and reinterpret those feelings, "I'm not as scared as I thought I would be."

The following journal entries show continuing ability to use contrast at least implicitly, "The equipment they have around this place is incredible!" and reflective reinterpretation, "All this stuff is actually sinking in."

**JOURNAL 2/1**

Did a lot on my own today, and it went alright. What I'm doing is called plasmid D.N.A. isolation. I can't tell you what that means, yet. Hopefully, when I have the procedure down pat, I'll know what and why of things. Essentially, I did stuff today and Penny watched. We also did a gel today and ran it - NEAT STUFF. Daryl showed me how to stain the gel, and then how to take a picture of it. The equipment they have around that place is incredible! It was really weird because at one point, Daryl was telling me all these things that needed to be done. Responsibility - I'm not sure what to think about it. I'm still longing for the day when this stuff becomes routine. If I live through tomorrow, it will be a major accomplishment. I get to be really on my own, and I get to show the other new gal how to do the gel stuff. Oh no! All this stuff is actually sinking in. I'm really learning something - that doesn't happen real often at school, at least not every day.
JOURNAL 2/7

Not much different from yesterday. I ran another gel that turned out beautiful. I finished extractions too. Played a little on the computer - just long enough to correct the thing I typed up yesterday. John is a funny guy. He likes to hassle me about being a snob from Worthington - do I deserve such abuse? I think not! I, of course, try hard to fight back when teased. It doesn't always work though.

The following journal entries indicate increasing self-direction and her situational learning.

JOURNAL 2/8

No extractions today - what a bummer! Today, I ran a gel, stained it, and took the picture without Daryl as my watchdog. In this folder is the actual picture and the sheet that must be filled out every time a gel is run. Daryl tried to give me a ml/ul lesson today because I never know which pipet to use. I think if I have three more lessons on it, then it will sink in. When he explained that 1ml=1000ul, I understood much better. I played with the computer today and found that I enjoy trying to figure out how to use it versus running to Daryl every time I have a question. He's so willing to drop what he's doing to help me. I've found that I can ask almost anyone for help - that's comforting.

JOURNAL 2/9

While waiting for my extractions to precipitate, I'll write about the first part of my day. Its gone very well! Doing extractions, as I said, I actually have the procedure down pat! I love it when things finally fall in place! I've spent some time on the computer - it appears that a protocol I typed up yesterday has disappeared into the computer. I guess that's life in the big and real world. I've decided that I am extremely lucky to be working with these people. They are all so helpful, especially Daryl. Today, he asked if I would like him to explain in detail what the various things are on the gel after it has been run - explain where everything came from. Of course, I said I can't wait for the explanation.
JOURNAL 2/14

Happy Valentine's Day! Today, was routine, but I've learned a few things the past few days at Battelle that I thought I should write down. First of all, I know now that I am no longer afraid to ask anyone, even someone I don't know too well, a question. I've saved myself too many times the past few weeks to be dumb enough to wonder whether I'm right. All I have to do is ask, and then I'll know for sure! I've also discovered that this type of Walkabout you can be either very lazy at or learn a lot. If I didn't want to be doing something every minute, I could sit in the office and read, but I prefer to be doing stuff, so I always end up asking Daryl what can I do. As he told me, I had better want to do something because there is always a job he'll tell me to do if I ask. I like it that way because it keeps me busy and the day goes by really fast. It's fun.

I took a risk today! Instead of setting up twelve extractions to do tomorrow, I asked Daryl if it was alright if I did twenty-four. So, we'll see how I do tomorrow with the extra set!

JOURNAL 2/15

Today was extremely busy as I anticipated, but I managed to get through it. I did a double set of extractions, which took extra time, but I think I subconsciously speeded up, it worked out alright. I also got to run a larger gel – one that had two sets of twelve. FUN! In a minute, I'm going to take the picture – hope it works out! This place is an ego boost. One of the people who works around here, Ann, was watching me run around the lab doing stuff, and she said, "You're pretty good, aren't you?" It's nice to be complemented. Daryl asked if I wanted to stay longer than the quarter. It sure is going to be hard to leave this place. Are you sure I have to do a Walkabout fourth quarter?

These entries show developing self-confidence, "First of all, I know now that I am no longer afraid to ask anyone, even someone I don't know too well, a question. This place is an ego boost." As well as increasing
risk-taking and self-direction, "I took a risk today! Instead of setting up twelve extractions to do tomorrow, I asked Daryl if it was alright if I did twenty-four. So, we'll see how I do tomorrow with the extra set."

In the following entry, the beginnings of transituational learning, learning how to change our interpretation of a situation, can be seen.

JOURNAL 2/21

Computered all day. I know for sure I don't want to be a computer programmer when I get out of college. What a bore! Everyday, I find out that this place is more political. If you know the right people, you get what you want. There was this printer down where Daryl's office is - a very good one, but noisy when it was printing. Well, this printer was needed in another office, so Daryl and his fellow officemates got a different printer - one that doesn't do as many things. And the wonderful, but noisy, printer was moved upstairs and, of course, a nice little sound box came with it making the printer as quiet as a mouse. Daryl and Ray, who now have the smaller printer, were making jokes, but I'm convinced this place is as political as they come!

Miya is looking at Battelle a little differently and seeing its flaws as well as its strengths as she begins to learn how to change her interpretation of a situation.

In the next journal entry, she reinterprets a situation after using reflective reinterpretation.

JOURNAL 2/23

Not a good day. Too much to do and no time to do it. I had the day all scheduled but all these other things came up to keep me behind. I guess that keeps it from getting boring. I felt awful because every minute I was looking for Daryl to help me with something. On occasion, like today, I feel like a bother. It's good that
it's Thursday. I need a break from them, and they need a break from me. I'm at the point where I'm willing to leave Battelle next quarter and do something different. I don't want to leave not so much because it's fun, but now I feel as though I owe them another nine weeks. They taught me all this stuff and soon I'll be leaving. Oh well, maybe good ole Johnny will give me a summer job. (Note: her supervisor's supervisor had suggested that possibility, it didn't work out because of a Battelle hiring freeze).

Miya is able to look at a bad day, reflect on it, and suggest that it's not anyone's fault but rather that everyone needs a break. This is a real departure from the usual interpretation of a situation, such as this when the student frequently says, "I don't belong here."

Ideally, experiential learning should stimulate a curiosity, desire and an awareness of a need for more learning, frequently of an academic classroom nature. Miya exhibits this characteristic also.

JOURNAL 2/27

Tomorrow, I get to see him do the procedure that is the first step in all this. It's when the clones are made. I am anxious to see him do it because it will help me understand the whole process better. I'm finally starting to get a feel for where, why, how, and what, etc. of things I'm doing. I need a basic course in D.N.A., R.S.A., proteins, and that sort of stuff.

When Miya compares moving to a paid position in Huckleberry House and doing the same thing at Battelle, it is clear that her previous experience and her ability to generalize from it allow her to see new experiences from a more secure and realistic viewpoint.
Much to my surprise, I got to run two gels today. Daryl had planned to run them on Friday but didn't have time. So I did that and spent some time on the computer. An interesting thing did happen today. There was this copy of Newsweek that everyone was looking at because there were articles about genetic engineering. Stuff I do was in the article. Makes me feel like a REAL scientist. I'll get a copy of it and show off. I wonder how things will be if I get a job here during the summer. I feel like now I do help them by doing stuff, but if I can't do it or finish, there's always someone to save me. I would imagine that having a job would mean taking more responsibility. I had a similar situation when I went from a volunteer to a Youth House manager at Huck House. Hmmmmm.

Miya's final journal entries show more evidence of transituational learning as she looks again at the political aspect of institutions, speculates on male chauvinism and learns of her financial value to Battelle.

Daryl and I started an interesting conversation about the differences between research at Battelle and research at the University. Daryl explained the universities do a lot of basic research and Battelle does more applied research. He mentioned that universities are more political than a place like Battelle. Somehow, that's hard for me to believe. I started to say something about Battelle being very political, but that's when George (department chief) walked into the lab. I'd bet lots of money that George likes the politics at Battelle. I don't see him as a man who could have a female boss. But, who am I to judge?

My last day at the famous Battelle Memorial Institute. Sad but true, I will never be a Walkabout student here again. I did the last rhinovirus extractions and wandered around talking to people. Daryl gave me a thirty minute mini-seminar on what it is they do in the lab.
Of course, he's told me those things a million times before, but it's not until now that it really sank in! I'll be a pro in my biology classes in college.

We went to lunch at the Plaza (ooh aah). It was very nice - elegant, etc. Then I came back and said my good-byes. John said to stay in touch, and he'll keep me up to date on the summer job situations. I'd love to work there! Interestingly enough, the three supervisors were figuring how much money each of us (there were two other students in different areas) saved them. They figured 300 hours at $5.00 an hour and $5.00 more overhead. We saved them each a couple of thousand bucks for all our free services! But, of course, we could never have learned all of these things in the classroom! It's so long to Battelle and hello Children's Hospital!

The interview with Miya's Battelle supervisor, Daryl, at the conclusion of her Walkabout is supportive of the data interpretation made to date. In response to the question of his perceptions of Miya and her Walkabout, he replied:

My expectations were that she would kind of follow us around and learn what we did and hopefully get some hands on experience by doing some of the routine types of things that we do and that's the way it started out, but I think it quickly changed once I realized that Miya could accomplish more than just the routine, mundane things. She eventually got into what we call plasmid isolation, which is not a simple procedure by any means, and she was doing it very well and running gels and following up on those procedures. She did an excellent job.

Much more competent than I expected. I would expect that of a person coming out of an undergraduate program in microbiology. Most students coming out of an undergraduate program like that have not had hands on experience type of thing that we are doing, so they have to be taught from the ground up what is going on. Usually, they are easy to train because they have the background. They know the microbiology.
Miya was just as easy to train. She picked up the microbiology as she went along. She would come and ask me why are we doing this, and I thought that was great ... That was one of the reasons she went as far as she did.

Daryl's response to the question of what Miya's strength and weaknesses were was:

Specifically, her maturity - her dedication. When I gave her a test to do, she saw that it got done. If she didn't understand, she went for help either to me or to one of the other technicians that had done the procedure before. I could count on her.

She didn't have any obvious weaknesses.

Sometimes she wasn't quite as aggressive as she should be. That's the only thing that really stood out in my mind. That she could be a little more aggressive in her everyday chores. She was quiet and that was fine. That is a trait of her personality but if she needed anything or there was something that needed to be done, she knew how to do it and sometimes would do it or ask about it. That was fine with me that she would ask. I would rather than not. We did some computer work with her. There were a lot of procedures that she typed on the computer, and I continually reminded her to make sure she made a copy of those procedures for herself. In some cases, I guess she felt she shouldn't . . . I said, "Look, you are doing this, and you are the one who is putting all the work into it. I think you deserve a copy of the final product. It's not a big deal, really."

I see her as a risk-taker but in terms of self-confidence . . . That's one of the things I think she could work on a little bit more. I think the problem around here with self-confidence - we were getting over her head quite a lot in all that we do. You are in awe when you first come into all this mess. It's really not all that complicated. It's just sitting down and learning it or having someone explain it to you.

In the interview process for Miya's second Walkabout, we kept coming back to her junior year interim (one week
out-of-school, independent, learning experience) with a pediatrician and her interests in medicine. We were able to arrange a Walkabout at Children's Hospital with two residents. This is another example of how an experiential program builds or links from one less, intense experience (interim) to a more intense (Walkabout) one as a student matures and her interests deepen.

In Miya's proposal, she gave as her rational for this Walkabout:

I chose to do a Walkabout because I feel it is an opportunity for me to get experience in a field that I am interested in pursuing as a career. It is an opportunity for me to get actual "hands on" experience and information about the field of pediatrics. Being at Children's Hospital, I will learn a great deal about what it is like to work in a hospital situation with many other staff people and patients. This experience will enable me to make better decisions regarding future education and career plans. My experience will also include exposure to the training/education of doctors preparing for the specialty of pediatrics. The administrative functions associated with pediatric residency training will be explored since one of my preceptors is involved in this.

In the final interview with Miya prior to her leaving Battelle, she expressed this concept of building on and linking of experiences in learning. Her reply to the question, "How are you different after your first Walkabout?" was:

I feel older I think. I think it shows up a lot when I come back here (school) because I don't feel as if I'm in high school anymore. It's like not having any classes which makes a big difference right now; I don't go home and worry about homework. I worry about the
experiment that I have to work on the next day. I found out something yesterday - I'm learning a lot of really good skills. There is no way you can learn lab techniques like that in high school, but I do know that I need to just take some classes. In biology, there is a lot of it that I don't know. But I feel like when I go and walk into a biology class next year that I have a lot better background than a lot of the other students have. I think seeing that stuff is just going to make it click. Daryl said to me, "Have you had a course in basic D.D.A., R.N.A. protein synthesis?" I said, "No". He said that would help you a lot to understand this. This just tells me - go to college.

Ideally, the process of experiential learning should give impetus to the content learning of the classroom. Miya seems to be an example of this concept. Dr. Shay (Linworth supervisor) also discussed this in reply to the question, "How might next year be different for her?" "The difference that I would see, based on the experience that she has had, simply gives her another jumping off point. Also, that it gave her academic background that is graduate material."

Miya went on to describe the emotional growth on bridging into the next experience. Her response to how she felt differently was:

I guess just more sure of myself. I think just surviving the quarter - I think I'm going to have a lot less fear next quarter. I think the first week at Battelle, my major concern was getting lost - and not being able to find the lab. Now it hasn't even occurred to me that Children's Hospital is going to be big, and I'm going to have to find my way around.

I know now I don't want to go into research because you are isolated. It's fine if you - I think all these people - they like each other in this lab, and they work well together, but you
don't ever see any new people coming in or out. It's the same people all the time. I can't imagine that. And it makes me want to be a doctor more. I need different people around me each day.

The data on Miya's second Walkabout will be presented as a whole with analysis following in an attempt to present a more holistic view of her process. These are not her whole journals. They are parts of the journal chosen because they illustrate a part of the process of Miya's experiential learning in her Walkabout.

JOURNAL 4/2/84

First day at Children's!!! This will definitely be very different from Battelle. I think I will like it as much but it's going to be more observing and less doing.

Today, Dr. Richardson was helping in the Teenage Clinic. Interestingly enough, the teenagers that come in there are very much like those I see at Huck House. I was surprised when Dr. Richardson took so much time getting to know the patients. At Huck House, we term it relationship building. He spent at least fifteen minutes just talking to them about school, home, etc., then he would do the actual examination. I think it made the patients feel much comfortable. Apparently, in the Teen Clinic, they see a lot of girls that are interested in getting birth control pills. One of the patients, today, was there for that except it was her mother's idea and not hers. Very interesting.

On the whole, I feel pretty comfortable. There are two areas that I have problems with right now. 1) I'm not always sure when Dr. Richardson wants me to follow him or when he needs me to wait in another room. 2) I think, especially in the Teen Clinic, that the patients feel uncomfortable with me there (maybe it's actually ME that feels uncomfortable!)

It was humorous because Dr. Richardson would start telling me things about adolescents - general statements about the way they act - then
he would remember how old I am. He laughed it off, though. It didn't really bother me, I just found it amusing. As for the problems I pointed out, I think I can talk to Dr. Richardson about my feelings and see what he thinks.

JOURNAL 4/5

Dr. Richardson was out of town today, so I went in for a couple of hours to help his secretary. She had me do this stuff called rotary billing. There are patients that come in that do not have a private pediatrician. Certain doctors volunteer to be assigned as these patients' pediatricians. When they do this, they are doing their month of attending. So, since the doctor does not get paid for those services, the money is put into a special fund for the house staff. When a doctor is attending, he may only see the patient a couple of times; they are called service patients. The residents see them the most. Most of service patients are kids whose parents are on welfare. Donna said that they only get about half the money from all the bills. Most of the people can't pay for it. The only other exciting thing that happened is that I successfully rode the bus to and from Children's Hospital. For me, this is quite an accomplishment!!

JOURNAL 4/9

In the Teen Clinic today, it was very busy but that made it more fun - for me at least. At this point, I'm almost positive that I want to be a pediatrician. I think it would be a fun career. I may change my mind when I start following residents around. Today, I felt more comfortable being with Dr. Richardson and the patients. I guess it was just a matter of getting used to it.

One thing that I observed is that when you're a doctor, you do not set your own hours. Dr. Richardson is only a part-time here, but he seems to be here an awful lot! True dedication, I suppose. Maybe I should just be a counselor or something like that. It would be much easier.

JOURNAL 4/10

Paper work day! We worked on compiling data on the time residents spent in ambulatory versus
inpatient time. Basically, I'm learning that residents do a lot of work wherever they are! As my college decision comes closer, all this stuff I'm finding out about being a doctor becomes more important. Once I start again, I may become much more enthusiastic. Let's hope it's the latter.

JOURNAL 4/11

What a day! I think that a generalization one can make is that doctors tend to be overachievers. I'm not sure that is the word I want, but it gets across my meaning. Dr. Richardson does more things than most people. He works here part-time, has a private practice and does teaching for Grant too.

Today, he had to do a lecture for the family practice residents at Grant. So, he wrote up his lecture in the morning while I came up with some figures he needed to present at the meeting that was before his lecture. We went to the meeting for about half an hour, then sped to the lecture place at Grant. He talked for about half an hour on Otis Media - I actually understood the majority of what he said!

We had lunch at Grant. Not only does he have a hectic job schedule but also three kids at home - a fifteen week old baby boy is the youngest. Yes, I admit it. I am somewhat in awe of Dr. Richardson. He and Dr. Goorey (she spent junior interim with him) are my role models as the kind of pediatrician I would like to be!

JOURNAL 4/12

Today was one of those days when you're glad that you can tell that someone wants to be left alone. Dr. Richardson had lots of stuff to do, so I rewrote my proposal . . .

JOURNAL 4/13

Teen Clinic again in the afternoon. It's interesting how much Huck House has opened my eyes. Very little of what I see in this clinic surprises me. The family situations, pregnancy, whatever, it just doesn't surprise me anymore. I'm confident, though, that there's still a lot out there that could blow my mind.
JOURNAL 4/23

Definitely the best day so far! Finally, I have a task all to myself. It may be busy work but to me it's heaven. I'm helping the doctor who is head of the Child Abuse Department. Basically, I'm going through all these slides he has and making a card file index on them. I'm learning a lot about child abuse, which goes right along with Huck House. I'll be working on the project whenever I want, as much as I want . . . I stopped to chat with the secretary there. She gave me a basic description during which I came to a drastic realization. I've grown up a lot in the past year! One of the things this volunteer would need to do is answer the phones and deal with patients, parents, etc., in the area of child abuse. As she said it, it occurred to me that a year ago I would have been terrified of answering calls like that. Now it would be a breeze! What a great day!

JOURNAL 4/26

Having a project of my own is great. I can get here a few minutes early or late and not have to worry. The people that work in this child abuse area are very friendly. I worked for three and a half hours on my project. I met Judy at 11:30 along with a bunch of other residents to go out to lunch. This one doctor (a real one, not a resident) paid for the whole bunch! We went to Deibel's in German Village - very nice restaurant. Of course, even at lunch, doctors talk about doctor stuff. I guess it becomes your main thing to think about, so even when you're away from it, you still talk/think about it. They had a conversation about Children's Hospital's future. I have a feeling that medicine is going to be very different when I get out of med school to do my residency. We'll see.

JOURNAL 5/8

There's something about this Walkabout that scares me. I really am enjoying what I see at Children's Hospital. Even with all the garbage, politics, etc. that I get to see happening, I still find the environment to be really neat. My concern is this: it's going to be eight years before I begin my residency from now to then. How much is medicine going change? I'm afraid that entering college and med school with the idea that I want to be a doctor is based on what
I see now. Medicine may be very different government wise, in all aspects. Do I really know what I'm getting into - of course not - but I guess that's part of life.

Spent the morning at the health clinic. We saw two interesting cases. 1) A kid with his tonsils so swollen he was having trouble breathing. The tonsils were meeting in the middle of his throat and blocking the airway. 2) A baby (four months) with a rash covering the whole diaper area, thighs, and some of her face and head. It turned out to be a bad case of ceboria.

JOURNAL 5/10

The teenage clinic should be called the pelvic clinic. I had the lovely opportunity to view two pelvic exams today (at least five were done during the morning) . . . Let me say that I will never have any desire to be an OB/GYN type person. Causing a woman discomfort, perhaps, embarrassment, is not what I want to do the rest of my life. When you see fourteen year old girls who are sexually active and use no contraception and think they maybe want a baby, it's a good time to reflect on your own morals, values, opinions, etc. Ah, life as a teenager. The time to contemplate all of the major issues that plague the world!

JOURNAL 5/15

Today was neat. I spent the morning with Dr. Richardson, who is attending on the fifth floor. I went to morning rounds where they go over all the patients. Medical students do quite a bit of presenting the patients and also give fifteen-minute talks on specific subject. After rounds, we went to radiology to look at all the x-rays. They're really interesting. I'm trying to keep a glossary. My little slips of paper are overflowing with terms I don't know. I think I'll spend a day in the library here.

The data from Miya's second Walkabout indicate an increasing sophistication in her ability to enrich her situational learning through the use of contrasts. This is clear as she makes the following comments:
Today, Dr. Richardson was helping in the Teenage Clinic. Interesting enough, the teenagers that come in there are very much like those I see at Huck House. I was surprised when Dr. Richardson took so much time getting to know the patients. At Huck House, we term it relationship building.

Teen Clinic again this afternoon, it's interesting how much Huck House has opened my eyes.

I'm learning a lot about child abuse, which goes right along with Huck House.

Cell sees the ability to make generalizations as critical, "... we seek out recurrent patterns in our experience. As we discover regularities in our world and develop them in ourselves, we are more able to anticipate the future ... All reasoning about the future on the basis of past experience involves generalization."

Miya makes several generalizations about medicine and ties them into their implications for her future either implicitly or explicitly.

Basically, I'm learning that residents do a lot of work wherever they are!

One thing I observed today, when you're a doctor, you do not set your own hours.

I think a generalization that one can make is that doctors tend to be overachievers.

Of course, even at lunch, doctors talk about doctor stuff. I guess it becomes your main thing to think about.

There's something about this that scares me. I really am enjoying what I see at Children's Hospital. Even with all the garbage, politics, etc. that I get to see happening, I still find the environment to be really neat. My concern is this: it's going to be eight years before I begin my residency from now to then. How much
is medicine going to change? I'm afraid that entering college and med school with the idea that I want to be a doctor is based on what I see now. Medicine may be very different government-wise, in all aspects. Do I really know what I'm getting into, of course not, but I guess that's part of life.

Miya is also making some movement into the third level of experiential learning, transitiuational learning. ". . . through transitiuational learning, we gain a sense of ourselves beyond our interpretations. We live more fully our autonomy grasping more firmly our responsibility for ourselves, understanding more clearly and movingly, the meaning of our humanity . . ."

She gave me a basic job description during which I came to the drastic realization I've grown up a lot this past year! One of the things a volunteer would need to do is answer phones and deal with patients, parents, etc. in the area of child abuse. As she said that it occurred to me that a year ago I would have been terrified of answering calls like that. Now, it would be a breeze! What a great day!

When you see fourteen year old girls who are sexually active and use no method of contraception and think they maybe wanting a baby, it's a good time to reflect on your own morals, values, opinions, etc. Ah, life as a teenager. The time to contemplate all of the major issues that plague the world!

Miya's supervisor at Children's summarized her experience with the following comments:

We really didn't do anything special, other than just have her go along, and she got in on all the garbage as well as the patient care. . . I was impressed with Miya. We showed her all the dirty sides of medicine, and she still enjoyed it.

She is very mature because we have spent a lot of time with adolescents, which I wasn't sure
how Miya would handle, being an adolescent, and she really cognitively was so far above where most of our adolescent patients are that she was looking at them more from an adult viewpoint.

I think she has an excellent chance of making it through and doing a good job. As long as we don't lose her to another interest in the meantime.

Miya's own reactions to the experience as shared in an interview at the close of Walkabout are:

One thing I'm not sure about - I'm not sure this is as much medicine as part of being in med school and being a resident - one of the last things Judy said to me - one day we were coming back from the clinic, and it was really out of the blue. She said that one of the things she felt bad about, as far as medical school and being a resident, was that it was fine in that part of her life - in med school and as a resident - to be very aggressive, to be very assertive, to be forward with people. She felt it was the only way she could get what she wanted. And I think it has to do with the fact that she is a woman. I think she overcompensated. Her only regret is that now - this is not what she said but what I - it sounds like she feels like she doesn't have any control over that. When she is with family, she doesn't like it. It is the way she is now, and I guess she has accepted that. And the first thing I noticed about her is that she is very aggressive. I don't think I could ever be where she is as far as that. I think she is an extreme. But it's kind of scary because I'm not sure what medical school and residency are going to do to me.

In summary, Miya's Walkabouts were growthful because of her ability to take advantage of situational learning and to reflectively reinterpret situations as a result of her previous rich base of experiences. As a result of this, she was able to move into the third level of experiential learning, transituational learning.
CHAPTER V

CASE STUDY - USE OF THEORY TO ILLUSTRATE CHARACTERISTICS OF WALKABOUT WHICH PROMOTES GROWTH IN STUDENT

The following quotes from Cell (1984) offer an appropriate introduction for a study of Jack and the question of what about a Walkabout promotes growth:

To be a person is to have the power to make a difference, a difference that we find significant, in each of our life situations.

We become persons by learning to have power, but we also need to learn to cope with its limitations, its ambiguities, its loss. Needless to say, this side of being a person produces both functional and dysfunctional learning.

In considering the conditions under which this learning becomes functional, I shall adopt the view of rational-emotive therapy that our success or failure in finding fulfillment as a person is due, more than anything else, to the way we interpret our situations. Dysfunctional interpretations are the result of general ideas that Albert Ellis calls irrational and Aaron Beck, more accurately, I think, terms self-defeating. Among the ideas listed by Ellis, for example, are "the idea that it is a dire necessity for an adult human being to be loved or approved by virtually every significant other person in his community" and "the idea that one should be thoroughly competent, adequate, and achieving in all possible respects if one is to consider oneself worthwhile . . ."

Learning becomes dysfunctional when we organize our lives to evade awareness both of our limitations and, behind this, of the threat of powerlessness . . .
We learn to cope with the threat of powerlessness in a functional way, I believe, by learning to create power for ourselves...

We develop abilities only under the right conditions.

What we learn in situations in which the ambiguities of power stand out will be functional, I believe, only if we can develop the courage of imperfection. We may be helped in this if our interpretation of such situations is guided by the judgment that our power to create power and our power to love can be of significant worth without being perfect. Unless we adopt such a judgment, we end up rejecting ourselves and others because no one can meet our unrealistic standards. Perfectionism, this is a major source of dysfunctional learning.

Under what conditions, then, can our learning in situations of powerlessness or its threat become functional? Martin Seligman argues that self-esteem is the key here. We build confidence in our personal worth and effectiveness through cumulative experiences of having control. This, in turn, immunizes us against the crippling consequences that helplessness can have.

Jack was the epitome of the successful, involved, suburban high school student. He graduated with a point hour of 3.55 and a rank of 90 out of 579. He was talented on stage and had been in every major play in Worthington during his high school career. He was well liked socially with a variety of friends at Linworth and main campus. Jack was generally seen by staff as a multi-talented, charming, and attractive senior who remained rather superficial.

His staff supervisor's perceptions sum up his view of Jack in terms of educational background as: "I would see him as very strong; he would be very interesting in class;
has a lot to say, not just busy work but intelligent comments; very bright fellow and well-read; not only math or science but also humanities; but able to do the whole." The supervisor also gives Jack very high marks in self-confidence and as a risk-taker. "Very much so, the kind of kid that would throw himself hog-wild into anything; not intimidated."

The supervisor's response to the following question is significant in terms of the type of Walkabout that Jack did.

**WHAT STRENGTHS AND WHAT WEAKNESSES DID YOU SEE IN JACK BEFORE WALKABOUT?**

"Strengths were that he was a risk-taker and a highly intelligent and curious fellow - weakness in that he had to have center stage all the time and would not back off and let somebody else get a word in edgewise. A lot of the kids resented that because he would never give them a chance to experiment themselves.

**HOW DID JACK CHANGE DURING HIS WALKABOUT?**

I think that at this time that this is the most dramatic change that I have seen. Here is a kid who finally got a taste of humility right between the eyes. Here is a kid who saw that life is not one big party and that there is a lot of unpleasantness going on and by working in the cancer ward, I think it really brought him down to earth and gave him a perspective on appreciating things and as you know, it changes his whole area of medicine. So it was a very significant and important Walkabout for him because it brought him into the real world.

Now to trace Jack's growth. Clearly, we are starting from a very different point than we did with Miya and the process will be quite different. The counseling component becomes much more critical in Jack's Walkabout and for that
reason, the data on Jack will include a great deal of the counseling interviews between him and the coordinator/researcher.

WHAT MAKES YOU THINK THAT MEDICINE WOULD BE INTERESTING FOR YOU, JACK?

"I guess it's intriguing. I've thought about this and one of the reasons I came up with - one of the highest levels I can - my learning and education.

YOU LIKE THE CHALLENGE.

Right. The challenge of it, and I guess I've always been one who tries to help all my friends too.

YEAH, YOU ARE.

I try to take a step towards them. I guess the two combined would come up with the medicine.

AND A LOT OF OTHER THINGS.

I guess those are the two most important things.

Jack's journal entries follow:

First day duty in the Emergency Room (E.R.).

TUESDAY, APRIL 3

I started for the first time today in the E.R. I checked in with Polly, the charge nurse. Officially, she is the Assistant Head Nurse. She told me to just hang loose, there wasn't too much action in the E.R. So, I walked around and toured, looked in on the supply room, and got to know the lay of the land. I met Dan, the Emergency Room Technician (E.M.T.), and he showed me around some. There were two students from C.T.I. taking an advanced E.M.T. class, and they were there to practice I.V.s. All of the people were nice to me, but there wasn't too much to do. I found myself staring at the clock some. It wasn't too bad though. I walked around watching procedures like taking blood and splinting arms. It seemed like all the nurses were casing me to see if I was a major goof-off, or someone who was
willing to work. I did a lot of running errands like up to medical records and to the chemistry and hematology labs. So, when 10:00 rolled around, I was kinda happy. But I think things got off to a good start. It just seems there is a lot of monotony in the glamour.

TUESDAY, APRIL 10

Today, oncology was undoubtedly boring. There was not anything to do. But, Eva was the charge nurse and wouldn't talk to me to tell me to leave or give me a medical job to do. I know that there wasn't anything to do on the unit. I was a little upset knowing that I had two and a half hours with nothing to do. I left about fifteen minutes early to try and find a doctor that I knew.

APRIL 15

The E.R. is much more interesting. It seems that I am getting more and more responsibility with the more time I spend here. For example, I transferred five patients to other parts of the hospital by myself. I felt responsible and dependable, and I like that. The doctors are being friendly, also, they let me watch any procedure that I want.

APRIL 20

I thought perhaps that I could only have one neat experience in a day. I had a neat experience in the oncology unit, but I also had a neat experience in E.R. It was going like a normal night, sort of busy until a blue baby was brought in. A blue baby is a baby that is asphyxiated and turns a blue color because of this. It was a sickly-looking baby. It was five weeks old and looked malnourished. The skin was really loose. Honestly, it looked as though it had not eaten since it was born. So, this baby was brought in and everyone in the E.R. room "jumped" into action. They had to respiration the baby and drain its lungs. The whole procedure took a long time, partly because they didn't have parts that fit a small baby. The only thing that got me was the nurses sticking needles into this little baby. It just seemed like it could hurt the baby more. While they were working on the baby, I was running around the labs with the blood, and I went to pharmacy at least five
times. I went as fast as I could, and I understood that the medication got to the baby at least half an hour after each time they ordered anything. I left at around 11:30, and I was exhausted, but I was really impressed with medicine that night.

MAY 5

Tuesday and Thursday were basically the same. I guess you would call it "monotonous schedules". Actually, it wasn't boring, but it was more routine than anything. But if it were my first time doing it, it would be extremely exciting but now it is only partially exciting. There really wasn't that much that stood out except on Thursday, when Norene (the daytime charge nurse) saw me with nothing to do, and she gave me a job that took me long past my deadline. I did stay just to show her that I wasn't sitting around because I wanted to sit . . .

Sunday (Easter) wasn't the best day I ever had. I had a cold and wasn't allowed any patient contact. I had hoped that by being there on Easter, I would cheer up people, but I couldn't. I think I contracted this cold from the hospital by not washing my hands enough. But I felt miserable today, and I didn't like being there. I felt I could give everyone I saw a cold.

TUESDAY, MAY 8

This day started out slow enough. I mean that it was looking to be a normal enough day with walking patients and stocking the rooms with regular things. When it got to be about 5:15 though, there was a lot of activity turning up with the nurses. I had no idea what was going on until one of the nurses asked me if I had ever seen anyone die before. I answered, "No, I hadn't, why?" She said that Mrs. Smith in the room across the hall was doing very bad. So, I went across the hall and saw that she was really in trouble (from my totally really unprofessional position). I had been in the room before this. I stocked her room, and I noticed that she had many tubes stuck in her. It looked as though she had ten bags (intravenous bags) hanging. Also, I had been noticing that her condition was deteriorating every time I came in. I think that it was just three weeks ago when I was taking this lady for a walk when I worked. It struck me
strange just to see her growing worse in condition with time. I may be strange, but I have an incredible faith in medicine.

I always thought that people healed in the hospital. I know this is a really unrealistic view, but I always thought of the possibilities. So, when I saw Mrs. Smith with those tubes hooked up to her, I didn't think about her death as a possibility, but it seemed removed from the situation. When it did become clear that she was about to die, it made me think.

Cell's comments on situation learning applied here when Cell said:

Often we are not very much aware of the ways we interpret many of the situations which comprise our lives. We've gradually developed them in the process of transacting with our world, and we may never have stepped back away from some of these involvements to look carefully at our interpretations and to say to ourselves just what they are. (p. 49).

Jack's journal continues with,

Her blood pressure was at around 60/p (the blood pressure is the pressure of mm. of mercury. The first number is the systolic pressure. This is the pressure that the ventricles put out on the circulatory system. The second is the diastolic pressure, the pressure that is exerted upon the arteries at a constant rate. It is the pressure of the ventricles at rest, a 60/p blood pressure is a systolic pressure of 60 and a palpating diastolic pressure. (It's not good in short). The pressure seemed to be dropping (well it was dropping). I think it went down. It went down to 40/p. To combat this, the nurse ran 1000 ml. of .9% Nacl. wide open to get more liquid in the blood stream to try and raise the B. P. This worked just a little. The B. P. went down just after the liquid was put in. But it started dropping right after, so she hung another bag of 1000 ml. of .9% Nacl. wide open. This seemed rather futile to me because it wasn't doing any good. It seemed like they were fighting the symptoms, not the disease and the liquid was causing a side effect and her stomach was becoming distended (I think that's the term, don't hold me to it) or swollen up to about three
times as big. I left before she died just because I was watching her for an hour, and I felt totally helpless.

Before I left, I found out that she had A.M.L. I think it means Advanced Malisnant Leukemia, if not this, it is the worst kind of leukemia. Since she was eighty years old, her chances of survival were almost nil. This isn't the thing that bothered me the most. The fact that I knew of four people that died in the time that I was there at the hospital. I was talking to the nurse about chances of survival when a person finds out that he/she has cancer. She estimated the survival rate was above 50%. Then she told me that most of the people on the floor were in the fourth (worst) stage of cancer. I asked her what the survival rate on the oncology (interdisiphnary) unit was. She answered by saying that when she first started working that the death rate was around two per week, but it has gotten better. I can only assume that the patients have no hope in hell to recovery and their basic reason for being is to be guinea pigs for new drugs. I have to decide if this bothers me or not.

At this point, it is interesting to look at the data from an interview with Jack's staff supervisor.

DO YOU THINK HE SAW AS MUCH PERSONAL RISK IN THAT WALKABOUT INITIALLY AS HE SEES NOW?

No, I don't think he had the faintest idea of what he was into. It's the thing to do - it's cool, and he admitted to me several times as he did in his presentation, he was sort of embarrassed that it took him so long to figure out exactly where he was. He was essentially in death row. He was too busy running around with the nurses and joking with people, and it was certainly one more game for him, and he realized after he talked candidly with one of the nurses and found out that the average death rate was two a week, and he began to put two and two together why people who he was getting to know were disappearing on him. That really shocked him.

WHEN YOU WENT DOWN, WAS IT OBVIOUS TO YOU WHERE HE WAS? THAT WARD WAS THE TERMINAL WARD OF THE . . .
Absolutely, because I asked a deliberate, pointed question. I said, "Jack, why do you think there are pictures of families, dogs, and cats on every door? Why are they personalizing their room like this? I don't understand." He said, "I don't know." It didn't dawn on him that they were trying to make this as close to their home as possible because they knew . . . But he didn't make that connection.

It was clear that Jack had a difficult time with this most challenging Walkabout setting and Cell's comments about the necessity of positive feedback in the experiential learning process applied to Jack. Cell commented that:

Whether or not, feedback is useful to us will depend not only on what it is but also on the way it is given. We refuse to test our beliefs because we are trying to avoid something we sense as threatening or at least discomforting to us. Feedback that conveys a negative attitude towards us may contribute to our being discouraged - less able than ever to find the courage needed to learn in an area in which we feel threatened - compelled to explain and defend our behaviors and interpretations. Feedback, which conveys a positive attitude towards us, may contribute to our being encouraged - more able to generate the courage needed - less needful of defending our way of being and so more free to examine it. (p. 86).

Cell's thesis is that Rogers' concept of organismic experience is a trustworthy source of functional learning. This concept relates to Jack's experience in terms of the importance of the counseling process in his learning. Rogers states that the three conditions which must be met are: engaging in a relationship in which the individual is prized as a separate person, the experiencing going on within him is empathetically understood and valued, and he
is given the freedom without threat to experience his own feelings and those of others. The data in this section illustrates how this process occurred with Jack in the course of his Walkabout experience.

Interview with Jack,

THE WEEK THAT YOU DISCOVERED WHAT THE MORTALITY RATE WAS, WHY DIDN'T YOU RUN?

I did.

TALK ABOUT IT.

I ignored it. It bothered me for the rest of my Walkabout. I always missed one day a week which is a lot because I was only there three times/week. But it bothered me, and I wouldn't admit it. I would always go in there -- say I don't want to go in there because everyone dies. That's what I felt all the time.

BUT WHEN YOU WOKE UP AND IT WAS WALKABOUT MORNING . . .

Walkabout days were always so hectic because I would go to school and then go to Walkabout. So Walkabout days I would wake up and go to school and then everybody would ask you, "What are you doing after school? Do you want to go to the club or something?" I would go, "No, I have to go to the hospital." They would say, "Oh . . ." That's what I would do sometimes -- just to go with them or play soccer or something -- just to get away from it, but I never really got away from it. That was just a physical escape. I never got a mental escape from it. I still haven't but it's not dominant -- I'm not going nuts from it. It's just something I think about a lot. I think I'll always remember it just because of what it was -- speaking of it in the past tense like it is dead.

WELL, THE EXPERIENCE IS IN THE PAST FOR YOU, JACK.

It was something I'll always remember. Just because it was my first experience in medicine, and it was such a big one.
BUT WE STILL HAVE NOT DEALT WITH THE ISSUE OF WHEN YOU REALIZED HOW HORRENDOUS IT WAS. WHY DIDN'T YOU BACK OFF ON IT? I GAVE YOU EVERY SHOT. WHY DIDN'T YOU SAY TO ME THIS IS NOT WHAT I NEED OR WANT?

That's not the kind of person I am, to run away from something that is ugly.

IT WAS THAT NON-QUITTER MENTALITY THAT KEPT YOU THERE?

Yeah, and I can't really abandon anything or anybody. Some of my friends have left me at shopping malls. I can't do that.

THAT IS FOREIGN TO YOU?

It's just persistence, I guess. I saw the problem when I was ducking away from it.

YOU KNEW YOU WERE DUCKING?

Right. I needed to deal with it. I said I can't stop now. I've gone so far and also, the last day was a large relief, I guess when I was working there. I mumbled as I went to the elevator - I'm done, hooray! (However, Jack went back twice after his Walkabout to take a card and visit an older man patient with whom he had become involved). I don't think there was even a choice. I didn't get out of it for one reason. I've always looked at myself as the ultimate procrastinator. My mom always says I'm not that big of a procrastinator. I do my fair share, but I wanted to finish something I started.

THAT'S AN ISSUE FOR YOU. IF YOU DIDN'T FINISH IT, IT WOULD HAVE BEEN A REAL ISSUE FOR YOU.

One thing that I think started me on this thing - I never finish anything I start - I tried to refinish a boat that my dad had worked on when he was my age, and it is just a horrendous job. Another is I quit swimming after I was . . . . I was that close to being in the state finals.

AND THAT BOTHERED YOU. THAT SWIMMING ISSUE HAS COME UP A COUPLE OF TIMES. THAT DOES BOTHER YOU, DOESN'T IT?
I don't think about it. It bothers me subconsciously. It's not something I sit and dwell on. I'm not that kind of person that sits and dwells on things. I'll forget everything in the world if you give me the chance.

In an interview two weeks after Jack's discovery about the oncology unit, He said,

I was shaded because I wasn't paying attention my first couple of weeks to who was there and who wasn't and how long they were there and what happened to them once they left.

THERE WAS TOO MUCH BEING THROWN AT YOU?

Right. I just assumed most of the explanation was that they came in for chemotherapy and left. Some of that was true. But now I'm more aware, but I can pick out the people who don't have much time left. There are a lot of people who don't know they are going to die.

JACK, YOU SAID EARLIER THAT YOU'RE NOT REACTING WELL TO THIS. AND I'M SUGGESTING TO YOU THAT BECOMING SENSITIVE TO IT IS A HUGE JOB IN ITSELF AND REACTING WELL IS AN ISSUE THAT IS NOT EVEN APPROPRIATE TO THIS STAGE OF YOUR DEVELOPMENT. YOUR RESPONSIBILITY IS NOT TO REACT. YOUR RESPONSIBILITY IS TO ABSORB AND LEARN AND PROCESS FOR YOURSELF.

For later years.

THAT'S EXACTLY RIGHT. IT IS AN INVESTMENT YOU ARE MAKING IN THE FUTURE. CAN YOU BUY INTO THAT YET, JACK?

Yeah. I can understand your point of view, but I still think I should be able to do something right now. I think I should be able to react to their concerns and their needs without being uncomfortable with myself, and I think every time I talk to somebody, I'm going to injure them in some way, emotional, because I've done it a couple of times with people - I've dragged out things like their husband died and their kids don't visit them, and they don't get phone calls or cards. Just by trying to start a conversation, bad news come out. So it makes me uncomfortable because I lead a tenderfoot life,
and they are stricken with this disease and no one is around them.

I'M NOT SAYING DON'T WORRY ABOUT IT. YOU'RE GOING TO WORRY ABOUT IT. I'M SIMPLY SAYING - YOU'RE NOT GOD. YOU'RE GOING TO HAVE TO GO THROUGH ALL THE STAGES THAT EVERYBODY ELSE WENT THROUGH AND SOME PEOPLE DON'T GET THROUGH THEM AT ALL, AND THEY BECOME DOCTORS, AND THEY HURT, PEOPLE WHOM THEY NEVER EVEN KNOW ABOUT. YOUR JOB RIGHT NOW IS TO BECOME SENSITIVE AND TO PROCESS STUFF THAT YOU ARE GOING THROUGH.

And if I ever become a doctor, I hopefully will become a sensitive doctor.

THAT'S RIGHT.

Because I can understand exactly how doctors can cop out.

AND NURSES TOO. YOU UNDERSTAND AND THAT THE NURSES THAT HAVE TO COME IN EVERYDAY CAN'T CARRY THEM HOME WITH THEM.

Right. I don't know. There is so much involved in caring for someone everyday all the time as a nurse. The doctor just makes decisions. He has been to school for eight years and gets the authority to make the decisions on life and death - -

AND CAN WALK AWAY FROM IT.

The nurses have their burden eight hours a day.

WHEN YOU SAID YOU WERE BEING A WIMP, COPING WITH YOUR OWN FEELINGS IS COURAGEOUS AND IF YOU DON'T LEARN HOW TO COPE WITH YOUR OWN FEELINGS, YOU CAN'T EVER BE HELPFUL WITH YOUR PATIENT'S FEELINGS, YOU MAY TREAT THEM, AND YOU MAY GET INTO MEDICAL SCHOOL, AND YOU MAY BE A GREAT PRACTITIONER IN TERMS OF DIAGNOSIS AND TREATMENT, BUT YOU ARE NEVER GOING TO TREAT THE WHOLE PERSON. YOU ARE ALWAYS GOING TO BE TREATING THE SYMPTOMS, AND YOU'RE GOING TO BE DIAGNOSING, BUT YOU ARE NEVER GOING TO HAVE THE KIND OF RAPPORT THAT HELPS PATIENTS HEAL. AND THESE ARE THE KINDS OF ISSUES THAT WE ARE TALKING ABOUT.

I don't think I have that right now at all. Not even to talk to - I go into the patient's
room twice every time I go into the hospital - first, I have to put up their charts, then I have to check them. If somebody is sitting in the corner, just watch me, I'll go, "Hi, how are you doing today?" "Well, I'm not feeling too good."

NOW WHAT?

I guess my general response is, "Maybe you'll feel better tomorrow." If they say, "I feel a lot better", that's good. That's nice to hear. But I can't . . .

FIGURE OUT WHAT TO DO NEXT?

Right.

WHAT DO YOU DO?

So then I just walk out of the room, which is a cop out, but I know.

IT'S NOT A COP OUT. ONE OF THE THINGS YOU'RE TRYING TO DO IS GET A HANDLE ON WHETHER THEY WANT TO TALK OR NOT. YOU ARE THERE TO MEET THEIR NEEDS. IF THEIR NEED IS TO BE ALONE AT THAT POINT IN TIME, YOU'RE TALKING TO THEM IS COUNTER PRODUCTIVE. IF THEY GIVE YOU CLUES, AND YOU ARE GOING TO LEARN TO PICK UP ON THESE CLUES - YOU ALREADY HAVE ON SOME OF THEM - IF THERE IS A PICTURE ON THE BUREAU, "WHO IS THIS?" THAT KIND OF THING. " WHERE DID YOU GET THOSE FLOWERS?"

That's an easy one.

WHAT ARE YOU LEARNING TO DO IS TO PICK UP ON WHAT THEIR NEED IS. IF THEIR NEED AT THAT POINT IN TIME IS TO TALK, THEY'LL FIND A WAY TO CONVEY THAT TO YOU. ONE THING YOU MIGHT WANT TO LOOK AT IS NON-VERBALS. SOMETIMES EYE CONTACT IS A REAL STRONG ONE.

It is real obvious when people want to talk to you with their eye contact because I done it before --

SO YOU CAN PICK UP ON THEIR NEEDS NON-VERBALLY. YOU DON'T HAVE TO HAVE ANYTHING TOLD TO YOU. . . . WHAT YOU ARE LEARNING TO DO, IT'S JUST CRITICAL, JACK. IT'S TO READ PATIENTS. YOU ARE LITERALLY READING THEM. DO YOU REALIZE THAT?
I'm not doing it very well. Well, I can read them, but I don't know what to say to them.

REMEMBER THE ANALOGY I USED YESTERDAY ABOUT THE NINTH GRADER WHO IS NOT READY TO TAKE THE LEAD ON STAGE? HE DOESN'T BECOME READY IN THE NINTH GRADE. THERE ARE SOME THINGS HE NEEDS TO GET DONE IF HE WANTS TO MOVE ON TO A BIGGER PART IN TENTH GRADE. THAT'S WHAT YOU ARE DOING RIGHT NOW. SOME PEOPLE CAN NEVER READ THEM (THE PATIENTS).

I'm making my own steps though. I guess people in medical school don't have to go and talk to patients for two months - figure out how to talk to them. There is none of that so . . . I don't know. Am I doing something wrong?

LOOK AT ALL THE STUFF YOU ARE PROCESSING INSIDE OF YOU. YOU ARE PROCESSING DEATH YOURSELF BECAUSE THAT IS WHAT WE ALL HAVE TO DEAL WITH ULTIMATELY. WHENEVER WE HAVE TO DEAL WITH DEATH, WE SAY, "HEY, THAT'S ME AT SOME POINT." AND YOU REALIZE THAT MOST PEOPLE YOUR AGE HAVEN'T REALLY DONE THAT YET. BUT YOU ARE WORKING ON THAT RIGHT NOW.

Well, I'm forced into it. I don't know if I would have done it otherwise.

O.K., BUT YOU ARE DOING THAT. NUMBER TWO - YOU ARE DEALING WITH MAJOR ISSUES IN TERMS OF PROLONGATION OF LIFE TECHNIQUES, HOW PATIENTS ARE TREATED. THAT'S ANOTHER BIGGY. THIRD, YOU ARE DEALING WITH OTHER PEOPLE'S FEELINGS AND REACTIONS, PEOPLE WHOM YOU ARE REALLY CONCERNED ABOUT, WHO YOU KNOW ARE NOT GOING TO LIVE AND THEIR FAMILIES WHO YOU KNOW ARE GOING THROUGH MAJOR TRAUMA. FOUR, YOU ARE DEALING WITH PROFESSIONAL PEOPLE ON A DAILY BASIS WHO HAVE TO DEAL WITH THESE SAME ISSUES. YOU ARE LOOKING AT THEM.

Yeah, and I'm stumbling.

WHEN THEY WERE YOUR AGE, THE FIRST TWO MONTHS THEY WERE IN A HOSPITAL, DO YOU SUPPOSE THEY DID IT AS WELL AS THEY DO IT NOW? OF COURSE NOT. THAT'S NOT REALISTIC. IF I WENT IN RIGHT NOW, I WOULD BE WHERE YOU ARE BECAUSE I HAVEN'T HAD THOSE EXPERIENCES EITHER. IT'S NOT A MATTER OF YOUR EXPECTATIONS. YOU EXPECT YOURSELF TO DEAL AS COMPETENTLY AS THE NURSES. MOST OF THOSE
NURSES UP THERE ARE B.A. PLUS R.N. SO YOU ARE TALKING ABOUT FOUR OR FIVE YEARS OF TRAINING FOR STARTERS AND THEN THEY PROBABLY HAVE HAD SOME PLACE BETWEEN ONE AND TEN YEARS OF PROFESSIONAL EXPERIENCE. NOW THEY ARE AT FIFTEEN YEARS. OF COURSE, THEY ARE BETTER THAN YOU ARE. BUT IT'S NOT REASONABLE - FOR YOU TO BE AS EFFECTIVE AS THE NURSES. ALL YOU SHOULD BE EXPECTING FROM YOURSELF RIGHT NOW IS SENSITIVITY.

I think another thing in going over lists of what I'm going through right now - am I supposed to be doing all this stuff? Because I was put in there to, I guess, on my abstract, I put down that I wanted to learn how a hospital worked - a hospital environment worked. Am I supposed to be dealing with all these issues right now?

PART OF A HOSPITAL.

Yeah, I know, but I guess if the nurses knew what I was thinking about, I do what I'm supposed to do, and it is just basic garbage work.

YOU DO YOUR TASKS.

Right. But then I look at other things and think about them - it seems like my primary responsibility is to do all these tasks, and am I butting in on things when I think about . . .

NOT AT ALL. YOU REMEMBER MARK SAYING THAT WALKABOUT IS A TRADE-OFF. AND THAT YOU GUYS WOULD DO SOME GARBAGE STUFF. ANYBODY CAN DO IT. I DON'T MEAN ANYBODY. YOU'VE GOT TO BE CONSCIENTIOUS, AND YOU'VE GOT TO BE FAIRLY BRIGHT TO UNDERSTAND THE DIRECTIONS BECAUSE YOU COULD REALLY FOUL SOMETHING UP - A PREGNANT WOMAN IN THE WRONG ELEVATORS CAN FOUL A LOT UP. BUT THE TRADE-OFF FOR YOU DOING THOSE THINGS IS THE LEARNING YOU ARE GETTING ABOUT REAL MEDICINE.

But am I supposed to be learning that?

NO, YOU ARE NOT RESPONSIBLE FOR THE EMOTIONAL TENOR ON THAT FLOOR IN ANY WAY, SHAPE, OR FORM. YOU ARE RESPONSIBLE NOT TO GET IN THEIR WAY. I DO NOT EXPECT YOU TO BE GOING INTO A PATIENT'S ROOM AND SAYING, "DO YOU KNOW YOU ARE GOING TO HAVE SUCH AND SUCH A TEST TOMORROW AT 10:00?" YOU DON'T GET IN THE WAY OR CARRY RESPONSIBILITY FOR PATIENTS' TREATMENT OR FEELINGS OR REACTIONS. YOU ARE THERE TO LEARN.
ANYTHING YOU CAN CONTRIBUTE IS GRAVY. DOES THAT HELP? I DON'T THINK YOU BELIEVE ME.

I don't know. I'm the kind of person that I don't like to butt in on things where I'm not supposed to be in.

IT'S HARD TO KNOW WHAT'S APPROPRIATE, ISN'T IT JACK?

Yeah, and should I even be troubled with prolongation of life?

THAT'S WHY WE WANT YOU THERE.

Clearly, Jack began to grapple with some very significant issues.

SOME OF THE ISSUES THAT YOU HAVE HAD - ONE ISSUE IS PROLON GATION OF LIFE. AND YOU ARE BEGINNING TO COME TO SOME GRIPS WITH THAT. THAT DOESN'T BOther YOU AS MUCH. YOU HAVE SOME THOUGHTS ON THAT, THAT YOU ARE COMFORTABLE WITH. YOU STILL ARE AMBIVALENT ABOUT THAT.

Yes, and some of the medical techniques for the prolongation of life are rather rude, I guess, is the best way to put it. Because even if there is a neonatal person and the way to prolong their life is really rude for someone that size. So, if you want to do it, that is the way you've got to do it.

BUT THAT DOESN'T MEAN THAT YOU ARE O.K. WITH THOSE TECHNIQUES? IT STILL COMES AS A SHOCK FOR YOU EVEN THOUGH YOU UNDERSTAND THE REASONS.

Yeah, I understand the reasons. It's still a shock, and I can reason and say, "Well, if it doesn't do any good . . . ."

ANOTHER THING THAT BOTHERS YOU THAT I WAS HEARING LAST TIME WAS ATTITUDE, THE PROFESSIONALS AND THE FAMILIES AND THE PATIENTS THEMSELVES. WHAT DO YOU SEE DIFFERENTLY ABOUT ATTITUDE NOW?

Well, I don't know. A lot of the attitudes that you have to look at and say, "Well, that is a good attitude, that's a bad attitude." I don't know if I can deal with all of the attitudes there. Some of the people there at the
hospital are there just to make money. That is their main purpose. Some of the technicians I don't see philanthropist's motives for them going into it.

IT'S A JOB?

Right. There is nothing wrong with that, but I guess it takes away motivation and doing your job right.

WHAT INFLUENCE DO YOU THINK THAT HAS ON PATIENTS WHEN THEY GET WITH A PROFESSIONAL WHO SAYS, "HEY, THIS IS MY JOB. LET ME GET MY JOB DONE." WHAT ARE PATIENTS' EXPECTATIONS?

It's funny because the nutritionists - whoever passes around the trays - dieticians - they just whip around rooms and put the things out and one of the patients was really angry one day, and she said you are going to have to come in here and help me lift my tray because they don't move it for me. She was sitting in the chair on the side of the room instead of lying in bed. But her over-the-bed tray was over the bed. They just come in there and put it down there and leave. So, I think that kind of attitude is kind of bad. I'm going to get my job done. And don't do anything more than you have to. Like the phlebotomist that is the person who draws blood - some if them - if there is not a time marked when you have to draw blood - they won't draw it.

SO EVERYTHING STOPS A SHIFT?

I don't know. That's attitudes, I guess that bothers me. Patient's attitudes towards their sickness - I don't know how to deal with those attitudes because I don't want to upset anyone - make them angry at me or at themselves or at the nurses, or the doctors, anything. I eventually catch hell for it.

YOU KNOW THAT IT IS IMPOSSIBLE. FROM WHAT LITTLE WE'VE TALKED ABOUT, THE KUBLER-ROSS STAGES ANGER IS A NORMAL STAGE. IT IS IMPOSSIBLE THAT YOU KNOW THAT SOME PATIENTS AREN'T GOING TO BE ANGRY AT SOMETHING.

Yeah, and a lot of patients are impossible because they are . . .

YEP, IRRATIONAL.
Yes, and they don't want to talk. They just want to sit and sulk and if you talk to them they are angry at you. I've talked to a couple of people like that. I guess that is the only thing that has turned me off there. I don't want to talk to people if they don't want to talk to me. I don't want to come in and start a conversation with them because a lot of people don't— I walked up to a charge nurse, and I said was anybody a good talker? She sent me to this room, and I started talking to her. She had a terminal disease and her husband just died and her kids weren't visiting her, and she didn't want to talk. You are supposed to get, to get them talking about themselves. You go in and ask questions—about her husband—her husband is dead—he has been died for a year and a half. Do you have any children? Well yes. They never visit me. Is there anything I can do for you? Have me go get her something to drink. And that's about all I talked to her. I guess that that's my way of talking to people. I don't want to drag out any ill feelings about their husband dying or kids not visiting—no cards on the wall.

IT'S A REAL FINE LINE BETWEEN APPEARING INDIFFERENT AND BEING SENSITIVE. YOU ARE NOT SURE WHETHER OR NOT YOU ARE BEING . . . YOU DON'T WANT TO APPEAR INDIFFERENT—YOU WANT TO APPEAR SENSITIVE TO THEIR NEEDS AND YET SOMETIMES, YOU MAY BE PUSHING SOMETHING THEY JUST CAN'T HANDLE . . . AND THAT IS SOMETHING . . . IS THAT JUSTIFIED JACK? ARE YOU O.K. WITH THAT?

That is justifiable. If they were in the first stage of cancer, experiments would be stupid. But when they are in their fourth stage of cancer—they have not a hope nor a prayer—experiments—I think there is nothing wrong with it because—people may say you are treating them just like guinea pigs—how do you learn? Right. The experimentation they are doing with people right now is drugs basically. So, it is not maiming them or anything. I think it is justifiable. I haven't talked to anybody about this but what I think what they are doing is seeing if there is any beneficial results but the person still dies. Maybe the tumor reduces in size or anything—you might try it earlier to see if does anything. But they want to test it out first on someone who has still got another road to travel.
THURSDAY, MAY 3

Sorry, but I have been quite busy in the past forty-eight hours, and I have been trying to continue with the school work I missed while away in Colorado. I was visiting the University of Colorado in Boulder, and I missed three days of school and two days of Walkabout. When I went to both places, (oncology and E.R.) I was welcomed back. This made me feel needed.

Oncology was busy because there were student doctors and visitors and people running tests everywhere. Some patients were being particularly impossible. One nurse, Karen, was having a tough time. Most of the patients that were complaining were hers. I noticed this and sort of kept an eye out for things that I could do for her and that would ease her tension. She was particularly having problems with one patient, and he was occupying all of her time and upset her at the same time. I helped her out, and she thanked me about three times before I left. That made me feel worth something.

Almost the same thing happened in E.R. I worked helping out doing things that I could do. I also brought things to do, but I hardly got a chance to do them. But, when I was through with the day, Polly (the head nurse) took a picture of me for nurses appreciation day. I asked her why she was doing this, and she said that because I was a "neat kid" and that I was doing a good job.

This journal entry indicated a turning point where Jack became more comfortable, sensitive, and effectively functioning.

Jack's staff supervisor offered a final perspective on Jack.

PERCEIVED SOME OF THE STRENGTHS THAT WE TALKED ABOUT THAT HE HAD BEFORE THE WALKABOUT - INTELLECTUAL. YOU SEE HIS STRENGTHS AS BEING BROUGHT OUT MORE OR WERE HIS WEAKNESS WORKED ON MORE?

I think strengths because he had the ability to work it through after some initial shocks, maybe even guilt for all I know. I think his
self-confidence level was really battered there for awhile. He spent a week in never-never land.

ONE OF THE THINGS THAT YOU TALKED ABOUT UNDER WEAKNESSES WAS A CERTAIN NEED TO DOMINATE, SUPERFICIALITY AND THAT KIND OF THING. HOW DID THAT CHANGE OR DID IT OVER HIS WALKABOUT?

Oh, dramatically because he obviously had no experiences either here or at Main Campus that forced him - I deduce - although I don't know for a fact that he doesn't work. Most of our kids work at fast food places. So that has been a reality - like in the grease pit. He had nothing comparable for that and this was the first time that he wasn't sort of la-ti-dah. He is a very bright fellow, and I'm sure he has held his own in every course that he ever took. He certainly did a nice job for me. Then this was the first time he realized that life wasn't one big fantasy island. That there are things that go on that are really unnerving - death is a very unpleasant thing for all of us. I think this was the first time he came face-to-face that really shook him up a little bit. I was pleased with how well he rallied, and I was especially pleased with the presentation. It took a lot of guts. It was basically a cathartic effort. That is a tough thing for any person - a kid that age. So, I was very pleased.

HOW ABOUT HIS SELF-CONFIDENCE? DID IT GO UP OR DOWN?

I think initially it went down because he was rattled and for the first time in his life he hadn't been on top of the situation. I think when it was all done, and we talked at length in preparation for the Walkabout presentation, I think it started to move up again because we talked - we all make mistakes. You can't win them all. I'm going to be a doctor - I'm going to major in medicine. That is all so nebulous.

In my short experience with Walkabout, I think this is the most significant Walkabout I've been involved in.

These were quotes from the final interview with Jack following graduation.

HOW HAVE YOU CHANGED?
I guess academically - it's sort of stupid, but I guess you want to say I want to go into medical school now. That's one thing - I wish I was in medical school now.

IT'S GOING TO BE HARD FOR YOU NEXT YEAR TO PIDDLE AROUND A LITTLE BIT WITH SOME OF THE THINGS THAT YOU HAVE TO DO.

Four years piddling around. I told my brother I'm confident I'm going to make it to medical school. It sounds stupid. If I don't make it, I'll be the dumbest, stupidest guy in the world. Right now I feel confident that I can do it - just because I have a purpose, I guess.

WHAT GAVE YOU THE PURPOSE, JACK? WHAT DID YOU EXPECT OF THIS WALKABOUT?

I guess I went in expecting nothing and that's really bad.

THAT'S VERY GOOD TOO FROM THE VIEWPOINT OF YOU WERE NOT CLOSED TO ANYTHING EITHER.

No, I wasn't closed to anything. I just wanted to - I guess I wanted to see how a doctor worked and that never really happened.

YOU WANTED TO GET AN IDEA OF A DOCTOR'S LIFE STYLE PROFESSIONALLY.

Right. And that didn't happen at all. The quote that you use about Walkabout is kids get out of Walkabout what they need lots of times they do not get what they expect to get out of Walkabout, but they get what they need out of Walkabout.

LOTS OF TIMES THEY HAVE EXPECTATIONS ABOUT WHAT WILL COME OUT OF WALKABOUT, AND IT MAY NEVER TOUCH THOSE. BUT THEY WILL GET SOMETHING, AND IT WILL BE WHAT THEY NEEDED TO GET.

Right. And I think that you guys were all scheming and planning - I'm sure you knew what was going on. I'm sure of it now. I'm sure Gaye McKee (Director of Volunteers at the hospital) knew exactly what was going on when she put me there.

WHAT COULD HAPPEN TO YOU, JACK? WE MAY HAVE KNOWN WHAT WE WERE DOING, BUT WE DID NOT KNOW YOUR REACTION. WE COULDN'T KNOW YOUR REACTION.
True. If you put anyone else in the position I was in, they might not have got the same thing out of it which is just a shame because I would love for anyone who does the same Walkabout to get the same thing that I got out of it - even more if they could. I don't know if they could.

IS NEXT YEAR GOING TO BE DIFFERENT FOR YOU BECAUSE YOU DID THIS? YOU COULD HAVE BREEZED THROUGH THIS FOURTH QUARTER WITHOUT GETTING INVOLVED IN THIS.

Yeah, senior sandbox.

YEAH, YOU COULD HAVE SANDBOXED IT. HOW ARE YOU DIFFERENT AND HOW IS NEXT YEAR GOING TO BE DIFFERENT?

I think I'm going to study molecular biology and that is my decision which is premature because I haven't anything to base it on yet. I'm going to look at it pretty hard. Next year I'm going to study hard. I'm going to miss having an opportunity to work in the hospital next year. I was going to go to either Ohio State or Colorado. At Ohio State, I could work at the hospital, but Colorado, I can get a better education in this field. If I want to, I can come back to Ohio State. That's the way I look at it. But I think it has given me a little bit of drive where I can probably study instead of what I've done the last two months. If anyone was going to do a Walkabout - like I'm interested in medicine - the first thing that would turn them off to medicine would be the Oncology unit.

AND I SAID THAT TO YOU WHEN WE STARTED TO DEAL WITH THAT. THE TOUGHEST PLACE IN THE HOSPITAL. IF YOU CAN HANDLE THIS, YOU CAN HANDLE ANYTHING.

I didn't. You knew what was going on - you didn't tell me.

JACK, IF I HAD TOLD YOU -

I wouldn't have done it, I don't think. I don't know.

YOU WOULDN'T HAVE SAID I CAN'T DO IT BECAUSE IT'S TOO MUCH. YOU WOULD HAVE SAID I'VE GOT SO MANY OTHER THINGS - IT WOULD HAVE BEEN A VERY
VALID REASON FOR YOU NOT DOING IT. AND THERE IS NO POINT IN ME DOING IT WHEN I CAN'T DO IT RIGHT BECAUSE I ALWAYS DO THINGS RIGHT. WE WOULD HAVE BEEN THROUGH A WHOLE BUNCH OF RATIONALIZATIONS, AND I WOULD HAVE HAD TO SIT THERE AND SAY O.K. JACK, WE WOULD HAVE NEVER KNOWN.

And it seemed so dumb. Right now I'm looking and saying all I've learned and all I had was this measly job to do and basically all I did was take these blue things around - that were diapers that you could fold out and put under people and take around these chem strips and that's it. That's all I did on the tenth floor. I can't explain what I learned in that job.

WHAT YOU'VE LEARNED ABOUT YOURSELF MORE IMPORTANTLY. THAT YOU CAN DO IT. WHAT GOES ON YOU CAN PROCESS AND DEAL WITH AND GROW FROM. YOU CAN'T EXPLAIN THAT, JACK. PEOPLE PRACTICALLY HAVE TO HAVE BEEN THERE.

It is something terrible. I would never wish this on my dog. I'm just joking. I don't know how to explain it. It's really been a valuable experience to me and there has been nothing I've hated so much in my whole life, and I'm not joking about that. I hated it, but I liked it a lot. I don't know how to explain that.

In Cell's interpretation, human freedom or autonomy was equated with the ability to change our interpretations and to act in the light of that change. Jack's data indicated not only a change in interpretations but also a change in his ability to change his interpretations.
CHAPTER VI

DATA ANALYSIS IN TERMS OF RESPONSE, SITUATION, AND TRANSITUATION LEARNING

Since the object of research in experiential education is to understand the changes in the learner that are involved and how they are accomplished, this chapter will expand on the three levels of experiential learning (response, situation, and transitiuational), which are relevant to this study. The study's research data will be used as examples of each of Cell's levels. While a student may offer data, which would put him in more than one level, the study will only cite the data, which puts him at the highest level of his development reached during the period of this study.

Chapter VII will expand on Cell's theory of dysfunctional learning using data from the three students in the study who did not do a Walkabout.

Response Learning - Summary of Cell's Theory

The first level of experiential learning, response learning, is a change in one's response in certain situations either by adding a new response to a set of responses previously learned or by changing from one response by using another one in its place. This concept
in its initial phase is not a new one but is what Skinner refers to as "operant conditioning". We gradually learn to act in ways which bring us the results we desire. These results may be something we consider rewarding or they may be the removal of something which causes us pain.

Because we are what we do, it is through response learning that we create ourselves. This includes our relationships since we are not separate, self-contained beings who are apart from our transactions. However, we cannot simply say that we are our relationships for this omits our freedom. While we are what we do, including our relationships, we also can transcend them. Cell uses the distinction between primary thinking and secondary reflection to explain how this occurs.

In primary thinking, we are interacting between our worlds and our minds, constantly interpreting our transactions and situations. Some of this mental activity is in our active awareness, much of it is either subconscious or we are only vaguely in touch with it. All of it is subject to distortion, bias, prejudice, superstition, etc.

Using secondary reflection, we are able to disengage ourselves from our involvements, and then think about them more systematically and carefully. We challenge the distortion, biases, etc. of our primary thinking and work to overcome them. Cell says, "Through this process, secondary reflection becomes the foundation of human
freedom - a life rooted in one's own reason, experience and judgment."

When we use secondary reflection on our relationships, that is back away and evaluate them, imagine them differently and work to change them, we also transcend them. In transcending them and changing them, since we are our relationships, we transcend and change ourselves. This is the basis for response learning because we are now ready and indeed, able to change the way we are prepared to respond in a certain situation.

We are also prepared after some period of response learning to move on to the second level, situation learning.

Response Learning - Analysis of Data

All students, who participated in Walkabout in the study, exhibited this initial level of response learning. Many moved into situation learning and a few moved into transsituation learning. We will start with examples of students who only experienced response learning.

Marian, a painfully shy girl, unable to carry on conversations with her peers, much less adults, offers a good starting point for looking at a student who was able, as a result of her Walkabout, to add a new response in a given situation.

This quote is from an initial interview with the lab technicians at Marian's first placement, a veterinary hospital.
Last time we had a meeting (medical staff), we were talking about what we could do to help everything we wanted her to do, and we wanted to give her something. He (the veterinarian) felt it was our obligation - not only was it our obligation - but he wanted to give you something. He didn't want her to leave without something, and he felt that talking and communication was what she needed help on.

This is a closing interview with Marian's first placement, the veterinarian.

Her growth, in my opinion, was significant. She was very shy. She would hardly look at me at the beginning, and she wouldn't hardly talk to me. Towards the end, she would look right at me. She would stand right up to me and when I approached her the last day and said she didn't live up to an agreement that we said, she said, "Yes, I know." And I said, "Well, there has to be a penalty for that." She said, "I know, no problem." Then I gave her the assignment, and she didn't hesitate a minute. It was a kind of big assignment - to read a book and give me a page report on it. I'm looking forward to the results of that. I think it is a very good book (The Road Less Traveled), and I think she'll get something out of it since she didn't come forward. The other thing I need to report - we have lots of kids like this, and we never had a technician want to take them to lunch much. And the technicians and she went out to lunch on her last day. That was something new. But again, she did create good feelings with them even though she was shy. What little she did let out was a pretty positive thing for those girls to feel that way. And the thing that I felt good about was that she kind of found herself. She found something she would really like to do, and I think she is going to strive to do it and it's neat to see kids catch on, so to speak. But she is unbelievably shy. It is just one of those things - somebody is going to have to work with her, but I think she'll come, and when we talk about it, she talks right up pretty good about it. That is - for somebody that is as shy as she is.

Marian's comments indicate her growing confidence. She said, "I think it is going to be all right. I'm
positive that that is going to be all right. It's just I've made new friends there. More confident? And know that I can do something."

In her second quarter placement with an outdoor education person, one can see how again her response and behavior in the situation change. Her placement person said,

That's been neat because when she first came in, she hardly ever spoke to me. She never initiated conversation. I always had to initiate it with her. There was that silence and sort of an uncomfortable feeling at first - just not knowing Marian, and Marian not knowing me. It was fun over the eight weeks watching her grow more and more comfortable with me to the point where she actually pulled a prank on me up at Camp Ohio. To me, it was very significant because it said to me I'm comfortable enough with you and your reactions that I can tease you a little bit. That was really neat.

Marian's comments in the closing interviews following her two Walkabouts and her symposium presentations offer clear evidence of her response learning in this experiential education process. She said, "I amazed myself; didn't think I would ever be able to give a presentation (symposium) to parents. I'm used to giving it in front of little kids and my peers. The adults laughed at the right places, and they did ask questions. I think it was just a good experience."

Maura, while not as shy as Marian, also had a problem with assertiveness, specifically, confrontation. She worked in a learning disability classroom and commented on students' misbehavior,
They can push me too far. I don't get angry. I just get more disgusted. I'm getting better, but I used to say o.k. - enough is enough. Just move on. I'll do that too. I won't argue with them. I'll just go. "If you want to do this, then go back to your seat and do it yourself." I've done that a few times but sometimes they just go to their desk and just sit there.

Maura is beginning to see the need to change her behavior - the beginning of response learning. There are seeds of situation learning as Maura begins to make a comparison between how she responds similarly in both the classroom setting and out of class, "Other people and me and the way that I deal with them. Because it's true - I never realized it. A lot of what I do with these kids I do with other people. It's in a different way - maybe more intensified in the classroom."

In Maura's closing interview, we can see an increase focus on secondary reflection,

I like it too (long walk home) because I'm by myself. On the bus, you are by yourself, but you are with a bunch of other people. They are sitting there talking. When I walk home, I think about - see when you are there, you don't see it - I don't see it in the same way as I do now when I go back and look at it. I'm just there, and I'm just doing - I've always been like that. I always sit there and analyze it. That is something that I'm interested in - why people do things - what influences them. I think that as a result of my Walkabout, I don't think I'll be as hesitant to try new things and new situations. I won't hesitate. I'll just go and not even think about it. I think that helped me because in a Walkabout, you are thrown into a situation, and you are by yourself, and it's up to you to handle the situation.
While Maura sees her own growth in a willingness to risk and try new things, there is little real evidence of a movement in situation learning by virtue of new interpretations based on the use of contrast.

Randy did only a fourth quarter Walkabout because a placement in auto mechanics could not be found for third quarter. His purpose in doing a Walkabout was to determine if he wanted a career as an auto technician. After spending a year at the career center to study mechanics, he was still quite unsure of his response to the idea of this as a career.

In his first week's journal, one can see Randy's thought process about the career changing when he said, "I worked with the front end specialist again today, and I worked with a younger mechanic too. I learned how to put new tires on rims. I learned one thing - the job pays nice but some mechanics want to get out of the business."

This type of comment continued in his journals during the quarter and in his closing interview, he summed up his learning:

One thing - I know that I can't do it the rest of my life. Another thing I learned is that cars are always changing every two years or so. And no matter what, you've always got to learn and learn and learn. That's not the way it was back in the 50s and 60s. Here is all this new stuff. Robots and computers taking it over, might eliminate your job. You never know what the economy is going to be like or if there is really going to be cars with gasoline engines. There may be cars but there might not be engines. It kind of disappointed me in a way. I thought I was going to do this, but it didn't depress me.
I really got along with them. I just was myself. At first, I thought I was just a kid. You don't really have to talk to them. But they were interested in what I was doing and what I had to say. I thought it was neat because I talked to them just like I am. They were really interested in what I was doing. I was (at the Career Center) with the kind of people who are like I am. I'm going to go to real school after this and do this the rest of my life or get a full time job but when you are working with grown-ups, they have been doing that for fifteen to twenty years. All they said - they wished they would have gone to college or at least tried something else, and then they would have had something to back them up if they didn't want it.

It is clear that Randy has reinterpreted both through primary reflection (interaction with the men with whom he worked) and some secondary reflection in his response in terms of future education and careers. At this point, however, he shows no movement into situation learning with its use of comparisons and development of alternatives.

Some response learning is not as clear as Randy's was. Meryl was a very responsible overachiever who graduated with twenty-five credits (seventeen are required) and frequently took more classes than there were periods in the school day. She did this by contracting with individual teachers. Her first placement person, a teacher in a hearing impaired classroom said that the major strengths that she saw in Meryl were; she was very responsible, very self-reliant, very good with children, very involved with children. Her major weakness was, and it was not a real definite weakness but a little bit of shyness initially - trouble getting involved. She saw her growth during this
time in Meryl's communication with the students. She got better at rules and follow-up whereas initially, she had seen the students as very cute and lovable and loving and had not been very able to deal with the structure because she thought they were so cute. Within a week, she was very much into understanding the importance of rules and structure in the learning process with those students. She gained the respect of the students and had good relationships with all of them. She also had good relationships with her supervising teacher, Marcia, although she was somewhat shy with the other two teachers and was hesitant to go and observe them. Marcia commented that "I was always worried that she was too wrapped up in her course work, and she didn't have enough time to slow down and enjoy life being a teenager."

Her Linworth staff supervisor saw Meryl's strength as,

The perseverance to carry through and do something well. The strength of always being willing to give of yourself to other people. Weaknesses: only sometimes I think she got herself in too deep and didn't know when to stop and didn't carry through with what she was doing and as a result, it took a toll on her. She got herself in too deep sometimes. Almost a compulsiveness. Yes. Instead of backing off and saying I can't do all this, she did all this at the expense of herself. The pacing of Walkabout changed her. I think it slowed her down a lot. That might be a good way of phrasing it. I think Walkabout actually slowed her down. But it was like she didn't seem to be under any stress, and she was just enjoying herself. That might have been the value of the Walkabout for her. I did see she looked better.
Meryl fits into the response learning category as opposed to the situation learning level. While her response and behavior changed, there was nothing in either her journals, interviews, seminars or symposium presentation to indicate a change in Meryl's interpretation. A change in interpretation would have allowed her the result of having alternative ways of looking at her life as an over achiever with the consequence of opening up alternative ways of behavior. Cell commented,

Transition to a new stage involves a change in interpretation of our situation. The way we look at our previous situation was developed to cope with certain factors basic to that situation. In a time of transition, we are facing a new set of factors and our old perspective simply won't do. What we most need, in such a time, is situation learning with its emphasis on reflection on the experience.

If this is true, if Walkabout students are in transition as a result of "facing a new set of factors", which demand new perspectives, then the data in the study should illustrate the process by which these students move from the response level of learning to the situation level of learning.

**Situation Learning - Summary of Cell**

Having learned to change our response in a given transaction or situation, we can move from response learning to situation learning. Situation learning is a change in how we interpret a certain kind of situation. It involves placing a value on something in the situation and
judging how things work in that situation. These same things were part of response learning because one has to place a value on something and judge how things work in a situation in order to determine what the desired results are so that responses can be changed to bring about those results. The main difference between experiential learning at this situation learning level and B. F. Skinner's concept of environment controlling of behavior is that Cell sees it as not being a change in the environment/situation which changes us but rather a change in our interpretation of that environment/situation. Actually, most situation learning is not so much a basic change in interpretation as a modification in our interpretation of a situation. Our freedom is the result of having alternative ways of looking at our lives and the consequent opening up of alternative ways of behavior.

Situation learning also includes the two elements previously discussed under response learning. These include, in Cell's words,

Active reinterpretation of our situation that we make rather spontaneously as we are engaged in it, generally in a response to a change in that situation . . . Second, there is the reflection reinterpretation that we work out when we remove ourselves from the action to see more carefully and critically what has been happening.

Since reflective reinterpretation is a concept which has already been identified as an important part of response learning, how can we distinguish between the
levels of response learning and situation learning? The key is contrast in situation learning. Cell comments, "The richness of our experience depends on the number of meanings we use in interpreting it."

Most learners go back and forth between response and situation learning since implicit in each example of response learning is some degree of interpretation of the situation. However, for the purposes of this research, situation learning will be considered to be more clearly involved with the elements of both secondary reflection and the use of contrast in the search for alternative meanings in a given situation.

**Situation Learning - Analysis of Data**

All parents with one exception were interviewed, however, one parent interview stands out as exhibiting a clear understanding of the learning levels being experienced by their son. A major part of that interview is presented here because it presents parents' perspectives on situation learning in terms of the Walkabout experience.

Initially in the interview, the parent described a son who has been, as Cell would describe him, a person who has "the power to be a person and the power to create that power for ourselves and who has avoided relinquishing the locus of evaluation to others, and so has avoided dysfunctional learning."
I think that the way Britt is different from other people I know is that he has been more centered than not only most children but than most adults I know. From the earliest days, he has been a person who seems to work out of the middle of himself, in that, he is not competitive with other people. He never feels the need to have power over anyone else. He doesn't seem to need to prove anything to anyone. He seems to be in some kind of contact with his own, still small voice that tells him what is right for him and what is wrong for him and has a very strong sense of values that guides him in a way that I think most people are not guided - many people are not guided. And the sensitivity that results from that kind of centeredness is fairly appealing to most people. I think he responds to the middle of them. He doesn't respond very much to the facade of another person or to their possessions or to their position. He tends to respond to what kind of person they are. I remember his having a conversation with Todd when they were about nine, and Todd was about eight. He came home, and they were having this conversation in their bedroom, and Todd was saying, "I hate to ask her to be my girl friend because her hair is frizzy." And Britt said, "That isn't how you decide who to ask to be your girl friend. It doesn't matter what she looks like - it matters what kind of a person she is." He was nine. He has always had that perspective on things. So I guess I would say that that is how I've seen him over a period of time. Those are the things that have not changed about him. I expect they are not going to change. They seem to be very set.

As the interview proceeded, this parent did an excellent analysis of how her son's experience set him up for a change in interpretation and a move into situation learning.

I'm reading in a book called, Existential Psychotherapy that people live on a level of triviality until they have a sense of the reality of death and when they have that sense of reality of death, it moves them up a level, and they stop working with what is trivial and start working with what is meaningful. As I have thought about that concept, I have realized on a different
level than death - maybe substituting reality - how much that is true for young people turning the corners to adulthood. It seems to me that young people exist on a level of triviality until they glimpse the reality of their adulthood, and it is really experiencing something about that reality that forces them onto another level of consciousness. And I think what I am seeing in Britt right now is an exact reflection of that kind of model because until he went to Workshop (Placement-Workshop Design), academic work was a triviality to him and the idea of going to college was something that he would do because that is next year's work. And when he went to this place that not only was a place where there were adults but where all these adults had graduated from the college (Columbus College of Art and Design) that he is going to go to and where one of the major people in the firm was a professor at that institution that he is going to attend and where they were producing work on a daily basis. That was it that he will produce as an adult when he is finished with that institution - it's like the reality of adulthood and getting that thing going there and doing that work everyday hit him in a way that makes college a completely different experience for him how.

And now, I feel that he is much closer to going to college with a very clear sense of "this is going to lead me to Design Workshop, and they told me there that I need to know how to do this. And I know what it is going to feel like to be there doing this, and I know what I'm getting ready for" - now that he had no conception about before. It is the pinnacle experience for a high school person, for a person leaving any educational institution. It needs to happen in colleges. When I was director of career planning at Otterbein, I encouraged the college to create a course required for all seniors to bridge the academic experience and the real world experience for college students so that they would learn more about professional ethics and how to move more into the world of work. This experience on the high school level exceeds anything that I know of happening on the college level.

He is easy to get along with. He has got some direction now. Maybe he is thinking more about direction than trivial things. I don't think he would have been close at all to what he
wanted to do (if he had stayed at Linworth). I think it kind of focuses - it answered certain questions about where he is right now, questions that he wouldn't have been able to answer other than through Walkabout. It put some directions just like the experience at Richardson and Smith. Those kind of experiences can't be found in just the classroom setting because those questions don't even come up.

I see Britt as very unfinished, vocationally. I'm very happy with the stage that he is at, but I will really be surprised if when we talk with him at thirty-five if you and I find that he is practicing artist in the Workshop Design level. I think it is more a statement of his need for independence and creativity than it is a statement of his entire vocational self.

Not only do I not see closure at this point, but I think he is in for a bad time as he discovers that this may not be his place. When I say bad time, I mean in terms of difficulty, - "my gosh, what am I going to do now?" which I think will force him into another level of thinking, but I would never tell him that he may not end up in art. That's just my own perception of it. I expect to have a college crisis with him vocationally, which I am looking forward to because it will mean that he will get to another level of thinking with himself, and I'm planting the notion with him not that because of the Myers-Briggs that he took at Linworth - which was extremely valuable - because it said in black and white - this is a person who needs to work out of his own value system. I said, "Britt, I wonder what it is that you would like to work in to express your value system because obviously those are the only kinds of things that you are going to throw yourself into." And one of these days he is going to look at an ad for a sleezy-made machine and realize he doesn't want to help sell that machine by doing the advertising.

And so when you ask what is going to be the effect of Walkabout on his next year's education, I think it will probably speed up the disillusionment that is inevitably in front of him about graphic design, particularly in terms of advertising. I really welcome it because I want him to arrive at the level of disillusionment and rethink on his own time table, at his own pace, because he has come to that - not
because I ever mentioned it to him. And I think Walkabout will make that happen for him. I don't think we'll see the effect of Walkabout this coming year so much because of the adjustment, which is an adjustment that kind of eclipses everything else. But I think that in the last half of his first year or second year (in college) the experience from Walkabout will come home with what he has then experienced as difficulties in school, and then we will see some kind of crisis develop that I think will have a very positive effect for growth.

I think without a Walkabout it would be possible for him to go all the way through the college experience and not walk away from the field or go into any kind of a crisis with his orientation in that field because he didn't have any reality to tie it to anyway. And it would just prolong it and make it more difficult when he faces it.

It is interesting to note that parent interviews frequently offer data to support learning level theory, especially at the situation learning level. It makes sense since parents, of all of the interviews (staff, placement, and even the students themselves), have the advantage of looking at longitudinal, developmental aspects of the student.

Pat's parents point out examples of Pat's situation level learning as he changes his behavior as a result of his Walkabout experience and his use of contrast in interpreting it in another area of his life experience. Pat's first Walkabout with a music composer had several logistic problems in the first three weeks. His parents commented,

But that, in retrospect, had merit. It was a learning experience. I think, even if it hadn't come off, I think it would have been a
positive experience in that no matter how well you plan it and no matter what the intentions are that things do come up, and I think that would have come out. And I think that is one of the things that influenced him finally getting his act together to decide on college. I think he finally - even though we had been saying this to him all along - he is finally beginning to realize how critical planning is. The amount of time it takes and the fact that you doggedly persevere or you don't get anywhere. You can't assume that people are going to look out for you. They can't read your mind. They don't know what you want, and you have to communicate. So, I think there are a lot of basic essential life processes that are absolutely necessary that he still needs to get a better grasp on, but I think those experiences really started jogging him in the right direction. I think he is starting to realize that you need to plan and double check and everything else. I think he is seeing the correlation between planning and success.

Lenny, a very competent student and proficient writer, was in the public relations department of W.O.S.U., Radio and Television studio. She exhibits a change in response learning of the type that is fairly common in Walkabout. Her journal entries begin with a look at a change in behavior necessitated in the work setting, i.e., typing skills, knowledge of various departments at W.O.S.U. and Columbus advertising agencies. Lenny rather quickly builds her confidence so that by February 9, she can say, "All you need is a little brains about writing in general. The more I write, the better and faster I get at writing the copy."

By February 16, Lenny is moving through secondary reflection to move into situation learning by comparing and developing the ability to generalize. "I feel like everything goes slow with what I am doing. I have to
depend on many people to get the things I need. Oh well, that's probably the way the whole world works."

JANUARY 29

I began to type the listings. I've been working on them today. Everybody else in the office can type two times faster than I can. I feel like such a wimp because they are making such a wonderful racket, and I barely make a sound except for a tap here and there. What constantly amazes me is how much everybody seems to know about everything. I would absolutely be lost if I were new in a position, such as director of marketing. The whole job seems to be just knowing what goes on with every department at W.O.S.U. and all the advertising agencies in Columbus and little things like that. How does one go about learning all this? A new person in the department must be a struggle for everybody. It seems that this is the only way it must work.

FEBRUARY 9

Today, I wrote a news release for the suburban papers about the auction. It wasn't as hard as I thought it would be. I was unsure about it at first but when Ron read my extremely rough draft, he hardly made any corrections. Journalistic writing doesn't seem to be as hard as I once thought it would be for me. It takes a very dry and fact-filled style, but I think it comes with practice. All you need is a little brains about writing in general. The more I write, the better and faster I get at writing the copy. Who knows how things will be by March.

Lenny is looking at a variety of meanings as he reinterprets some previously taken-for-granted values.

FEBRUARY 16, 1984

Today, I finished writing up the Eastside news releases. I found out that I wasn't too sure about writing the other news releases since I made several mistakes, such as using the wrong format and the wrong paper. Oh well, the best
way to learn is from mistakes, I've heard. The next step is to write a general news release about the major gifts that have been donated to the auction, thus far. It's sort of difficult to get all the information together because it's so hard to get a hold of people and to get all the facts straight. I feel like everything goes slow with what I am doing. I have to depend on many people to get the things I need. Oh well, that's probably the way the whole world works. Better get used to it now.

FEBRUARY 20

Advertising is a royal pain in the belt. I'm not sure I'd want to do this for a living. It seems a strain at times to hype a boring thing up to make it interesting to unsuspecting viewers or readers. The awful thing about it is that people eat it up. It's how the whole marketing business works and believe me, it seems that the more I think about it, the more I realize how the marketing and advertising industries control the interest of the American public. Advertising execs can create any image at all and make it seem desirable and the public will go for it. Public broadcasting seems to be a hell of a lot more straightforward, or somehow, honest, but I guess that's because of their programs and the type of audience they are appealing to. The only way I can see myself working on Madison Avenue would be if I considered the whole thing a hoax, and I would use my scorn for the gullibility of to a sensitive human being. When I look at the back issues of Seventeen (Yes, I plead guilty of accepting a gift subscription), I see all the styles that the models are wearing, and then I see the same models in the issues of today wearing different styles. I realize that the styles didn't change because of need or necessity, they changed simply because somebody put different clothes on the models. And wouldn't you know that I walk down the halls of Lazarus or Worthington High School, and I see mannequins and students (redundancy?). Bite my tongue. Wearing the same things that are on all the commercials and magazines makes me wonder who is deciding what people will wear next month.

In closing this section on situation learning and moving into transsituation learning, it is important to
consider that transsituation learning involves a change of interpretation of our situation again. Our way of looking at a previous situation had been developed to cope with certain factors found in that situation. We are facing new sets of factors in a transition time and old perspectives simply will not do. We enter a new stage, we begin to see things in a new way. Therefore, as Cell says:

> We need to develop a set of responses by which we put that new perspective into action, and in acting on it, came more fully to understand it and develop it . . . Any interpretation remains incomplete until we develop all the responses or ways of acting needed to apply it to the full range of circumstances comprising our situation. In the process, we will add new premises to our way of looking at things and drop or modify some of our old ones. Failure to develop an interpretation in a way that becomes adequate to the full range of needs and opportunities inherent in our present stage leaves us with unfinished business and interferes with our transition and growth in experiential learning. (p. 54).

This is why the transsituation learning, learning how to change our interpretation is so critical to the process.

**Transituational Learning - Summary of Cell**

The key difference between situation learning, learning to change our response in a given situation, and transsituation learning is that in transsituation learning, one learns how to change one's interpretation of a situation. Cell describes transituational learning as:

Improving our ability to examine and change our interpretations involves both developing the needed skills and deepening our understanding of what it means to create interpretations. In this process, we interpret our acts of
interpretations, we reflect on our powers of reflection. Through trans situational learning, we gain a sense of ourselves beyond our interpretations, we live more fully our autonomy, grasping more firmly our responsibility for ourselves, understanding more clearly and with more feeling, the meaning of our humanity, tapping more deeply, the resources of our courage to cope with all that is threatening. Getting in touch with our powers to form our interpretations, we strengthen the power that lies deeper than powerlessness.

A fuller autonomy is possible at this level because when we are able to create and choose between alternative interpretations rather than being bonded to only one interpretation of a situation, we are more free.

There are two keys to this level. First, one must have the ability and willingness to ask questions of the experience in such a way that alternative understandings are created. Second, one must be able to move from the bondage of one interpretation and to enter into another way of seeing a situation. The ability to let go of our own interpretation is a critical ability at this level and the distinguishing factor at the trans situational level as opposed to the situational level is that one doesn't just change his interpretation through reflective reinterpretation but rather he learns how to change his reinterpretation through interpreting his acts of reinterpretation and reflection on his power of reflection. Essentially, one learns the process of change of one's reinterpretation.
Transituation Learning - Analysis of Data

In the parent interview on Britt, the parent dealt with the issue of the student being able to move from the bondage of one interpretation and enter into a new way of seeing a situation when she said,

"And so when you ask what is going to be the effect of Walkabout on his next year's education, I think it will probably speed up the disillusionment that is inevitably in front of him about graphic design, particularly in terms of advertising. I really welcome it because I want him to arrive at this level of disillusionment and rethinking at his own time table, at his own pace because he has come to that."

Clearly, Miya (Chapter IV) presented the richest and most frequent examples of transituation learning. However, another Walkabout student had since her first week at Linworth found and fully explored an area of intense interest. She had volunteered to help serve lunch at a school for the developmentally disabled. Later in the year, she had spent an afternoon each week there as an aide. She had used her interims each year to work in similar settings (Nisonger Center, Childhood League School) while Darcey was quite competent academically, she seldom did more than minimum in the classroom and got Cs with a few Bs.

Her first placement was at St. Vincent's Children Center. The only time that placement has been used because it is so challenging. It is the last stop before institutionalization for those children. Her second placement was at the Ohio School for the Deaf.
Darcey's symposium presentation sums up why her learning was at the transitiational level,

I learned a lot in there, but it was more than just learning how to handle younger children. I gained a lot from my Walkabout experiences. At St. Vincent's, I learned one thing: that I can handle it no matter what the situation is. When I have my own classroom, I'll be able to handle it. I had to be constantly on them and constantly be moving and thinking and keeping an eye on the children, and I realized that having to be there everyday for nine weeks that I could do that. It was o.k. At the Ohio School for the Deaf, my signing abilities improved, and I can now communicate, and I'm not scared of working with the deaf at all. I'm not shy about it and if I don't know the sign, I'm not afraid to say - "excuse me again please." There was a great deal of little things that I learned but the biggest lesson I learned happened the next to last day I was there. David, one of the slower boys in Mrs. Beaver's class, came in and was very disoriented, and we sat him down on a chair, and I was sitting with him and Mrs. Beaver went down the hallway to call the school's hospital to find out what we should do - if they had any idea of what was wrong. He stopped breathing and started turning blue, and I didn't know what to do. I panicked, and I yelled for help and Mrs. Beaver came in and one of the older boys took him to the school hospital and the emergency squad came, and they rushed him to Riverside. What happened was that he had a grand mal seizure. It turned out that he was fine. There was no complications. The lesson that I learned was that no matter what, I always have something that I need to learn, and I'll always have things to gain and even when I have my own classroom. I'm going to have to understand that I'll always have something that I'll have to learn.

Darcey's final journal entry concerned a teacher with whom she had frequent conflicts. Darcey said:

MAY 29

My last day! I let the kids do what they wanted in reading and said my good-byes until the
sixth. I'm going to miss them! T. J. was the only one in the afternoon, so I left early. I did get one big surprise, though. Ms. Messman gave me a congratulations grad card, and I guess I misjudged her, but she taught me a lot!

Darcey was clearly able to let go of her own interpretations and willing, as a result of her learning experiences, to enter into another way of seeing a situation. She showed significant signs of being not only able but almost anxious to learn how to change her reinterpretations when she said, "... no matter what, I'll always have something that I need to learn, and I'll always have things to gain even when I have my own classroom. I'm going to have to understand that I'll always have something I'll have to learn."
CHAPTER VII

CASE STUDIES - USE OF THEORY TO ILLUSTRATE DYSFUNCTIONAL LEARNING

Three students chose not to do a Walkabout. The following Cell quote offers a theme for these students:

Whether it be personal, interpersonal, or impersonal, when we learn to have power, we must struggle against obstacles to the kind of learning that is genuinely freeing and enriching. First of all, in learning to develop and use our personal powers, we must deal with some things in ourselves and with influences from our society. On one side, we need to overcome our desire to be taken care of, our yearning always to be approved of, our wish to retain our childhood dependencies. Perhaps nothing contributes as strongly to dysfunctional learning as a reluctance to cut the psychological umbilical cord altogether. (p. 7).

Our learning is dysfunctional insofar as we tend to adopt the behavior and beliefs expected of us by others. (p. 19).

Mora is an example of real ambiguity. She had the highest S.A.T. scores of any student in the study (composite 1,400 out of 1,600 possible), a point-hour of 3.46 and a class rank of 113 out of 579. However, her profile on the Tennessee Self-Concept Scale was the lowest of the students in the study and was below the norms in overall level of self-esteem, identity, behavior, physical, moral/ethical and lowest in family and near the
bottom of the norm in the areas in self-satisfaction, personal self and social self.

In the parents' interview, which was done in May, her parents describe her as follows: "A strong girl. Capable - when she wants to be. Creative. At cross roads. Not quite knowing where she's going to go. I think she is still deciding what she wants."

Mora sees herself as separate from her family.

If I had a problem, I usually worked on it myself without help of parents or anybody else. I have real good friends. We all love each other and everything, but I would say that our family generally does what we feel like doing. We are pretty independent, all of us. We live together but if my parents want to go out, they usually go out by themselves without us. Sometimes we go places together - not very often. And there is a lot of friction sometimes because there are five rather independent people getting together to do something - argue a lot."

She went on to describe her father "could become quite loud and unpleasant in a family disagreement." In other interviews, Mora refers to his "scenes" when they disagree.

Cells view of parenting is relevant in a consideration of this relationship:

Our parents have the task of helping us, gradually, to reclaim ourselves. Responsibility for our behavior is to be shifted to us as we gain the necessary experience and powers of good judgment. This is a difficult task and all of us carry through life parts of ourselves that are infantile and decentered. The question for our learning is what roles we let these parts play in our lives, and how much strength we give them. (p. 22).
At this point in the process, this researcher was also working with Mora on college selection. With the exceptionally high S.A.T. scores, it seemed important that Mora look at all the possibilities. However, Mora came with a list of three rather noncompetitive colleges. When it was pointed out to her that it was unlikely that she would find academically much creative challenge for her in these institutions, her reply was that it did not make any difference because her parents had chosen them. The criteria was that they be Catholic and in Ohio. When we talked about finding a challenging Catholic college but out of state, she said it wouldn't work with her parents. They finally did settle on Notre Dame. But when Mora didn't get enough financial aid, she decided that she would be at Ohio State.

It is interesting to look at Mora as she worked through this college selection process with her parents. Her parents response to the question, "Is Mora a risk-taker?" was:

Yes and no. She is ready to flaunt society, but I don't think she is ready to go out and take the risk of failing in some ways. In those things that are easy to do and maybe convention - where she can go and flaunt convention - where there is very little risk entailed - just moderate risk to herself. But in those places where she feels like she is going to fail or it really might hurt to fail, such as really attempting to do - for example, going and hunting for a job, something like this. Where rejection can be very strong. I think she has to be pushed a little bit. She is not ready and willing to take on that sort of a
risk. Or if she does it once and is successful, that's fine. But if she has been rebuffed, then she is very timid about trying again.

While Mora sees herself:

My whole life is different. O.K., I think I've always been thought differently than most people. I never followed fads, for instance. And it wasn't because I was going against the fads. I wouldn't say this is a fad, so I'm not going to follow it. It is more like that now. It wasn't conscious. It was just that I wasn't aware that was a fad. It didn't really matter to me, I just kind of slid along by myself. Now it's a little more conscious. Now if something is a fad, I just don't like to do it much on principle. I really do think that I've been basically different than most people in my life. I'm not trying to set myself up or anything.

For some students, coming to Linworth is a real indication of risk-taking either because it requires standing up to parents who are opposed to Linworth or because it requires leaving friends who are going to the Main Campus. This was not the case for Mora as these quotes from her parents and her indicate:

We still had mixed emotions about sending her over here. There were going to be kids who were going to prosper in an atmosphere like this and there are kids who are not going to prosper. And we weren't sure - at least I wasn't sure - what Mora was going to do over here. I don't think that I was happy, I guess, until later on. I saw how well she did, and I thought she worked out very well in this atmosphere. There were a number of threats that if she did not produce that she would end up back at the main campus. Maybe it doesn't do any good threatening children but the threats are made nevertheless.

Clearly, while her parents were hesitant about Linworth, they were not actively opposed. They still
expected to have ultimate control over whether she stayed or not.

Mora's own perspective indicates that going to main campus was more risky than coming to Linworth.

Well, I didn't like Kilbourne. I was uncomfortable there. I didn't have too many friends. I didn't like the idea of going to Main Campus - a great big campus, and me who is trying to figure out where she is going. I like it out here. I was pretty good friends with Miya. Miya was coming out here. Miya came out here the same year I did. I couldn't face the idea of going to Main Campus without her being there because I was terrified.

In April, Mora was still expecting to go away to college as these comments indicate:

If I go away? Thank God. If I go away, I probably will let loose for a little while and stay up until 4:00 in the morning because I won't have anybody regulating me anymore. And I'll be able to do it. Going away looks very good to me, and I think it looks good to my parents too. They want me to go away. They understand the way I feel even though they may not like it very much. They are afraid I'm going to be swallowed up by the wrong people at O.S.U., I guess. But they don't think I have any judgment at all. I guess they think I'm going to go off and be with all the weirdos, which may be true. It doesn't change me. I don't see what's wrong with it. I guess they are just trying to protect me. That's o.k. I feel I have to deal with it myself and if I'm going to be with a fringe, I'm going to find that fringe wherever I go. This is my feeling. They want me to get some theology. But my parents now are making noises like they would like to send me to Xavier for a year to get theology and to get me away from home. Which is o.k. with me, but I wish they would make up their minds.

It is clear that the decision about Mora's college selection is to be made by her parents.
The question is what happened in April and May to determine that Mora would stay home and go to O.S.U.? The May parents' interview offers some insights on this:

Most likely at this point, it looks like O.S.U. Somebody will have to live in poverty if she goes someplace else. With colleges, we never get a clear-cut view that she had any burning desire to go any place. Maybe she is taking cues from us. I think that's a lot of it. She's afraid to say I'd really like to go here because -- One of her points was they are paying for most of it and I'd better go where they feel I should go. That type of thing. It was one of those things where we would probably be willing to borrow money and go into debt if she were really excited about it. She has not shown that excitement about it.

As they walked out the door of the school, Mora's father made a closing comment maybe only partially in jest, "Maybe it isn't Mora who has the problems. Maybe her parents have all the problems."

Mora's closing comment on college was, "Yes, I'm pretty resigned to State now. Which is not bad. It's a pretty good school."

This college selection process was traced here because it seems plausible that it might offer some insights into the decision-making process of doing a Walkabout. Both processes were going on essentially concurrently.

In the initial fall interview with Mora her feeling about Walkabout seem to be the results of her parents' reactions and again, an attempt to come up with a plan to please them. She had no credit problems and said:

I could graduate right now. I don't know whether they really want me to do one because I
have seventh period math class. I have other main campus classes going. I'm going to have three next semester, and I'm not sure that it is going to be really feasible for me to do one. I think my parents think it is a good thing. I just don't think that they want me to do it. I suggested this, and I think they liked it. Maybe just try to take a few main campus art classes because I have not taken art classes. I think I've got some talent and it can be developed.

In that interview, there were some other clues concerning Mora's decision about Walkabout. While she had successful interim experiences, this does not indicate a high degree of independence or of risk-taking since it is a required part of the Linworth curriculum and not an individual decision. When asked about any independent studies or contracts in the past three years, her reply was, "None really because I feel that - I know I wouldn't finish it. I'm too undisciplined."

An important question in terms of self-direction is, "What were some of your goals and objectives for senior year?" Mora's reply was:

"I didn't really have any. Just to get through senior year. I didn't have any classes I needed to take. I had run out of classes I needed to take. I guess, basically it was just to take some stuff that I wanted to take and to enjoy myself. Because I figured it was my senior year - why not.

This certainly fits with her parents' perceptions (caps indicate interviewer's question).

WHAT WERE HER EXPECTATIONS OUT OF SENIOR YEAR?
To have a little fun. I don't know that she really had any - because it was her senior year; there was nothing specific.

HOW ABOUT YOUR EXPECTATIONS OF HER SENIOR YEAR? IS THERE ANYTHING THAT YOU WANTED HER TO DO THIS YEAR OR ACCOMPLISH OR FEEL GOOD ABOUT?

She needs to be able to attack those things that do not come easy to her and one of the things that disappointed me is the lack of real purpose, in which she could have made a marvelous senior year and turn into some of the things that could move her ahead - for example - if she wants to write, she could have found some outlet for that rather than lollygag around with some of the other things she has done. She could have at least tried to get it published. Something that would require her to make more of an effort than she has in the past.

This would seem like a strong parental vote in favor of a student's participation in Walkabout and the interview proceeded with:

WALKABOUT IS ONE OF THE THINGS THAT WE KIND OF TRY TO ENCOURAGE STUDENTS TO DO AS SENIORS ESPECIALLY BECAUSE OF THE WRITING BECAUSE WE HAVE ONE STUDENT WHO DID DO WRITING AS THE WALKABOUT. WHY DO YOU THINK SHE CHOSE NOT TO DO THAT?

That was not her choice. Her math class was sixth period, and she couldn't get it any earlier, and we were not willing to let her drop that.

SHE COULD HAVE DONE THAT WITHOUT DROPPING IT. SHE DID SHARE THAT WITH YOU?

No.

I WONDER WHETHER OR NOT SHE REALLY WANTED TO DO ONE. WE HAVE SET IT UP SO THAT PEOPLE ARE THERE FROM 8:00 TO 12:00.

She had typing and Russian. We are pretty conventional. We can't see dropping courses to do this kind of . . .
WE CAN USUALLY ORGANIZE AROUND IT, THOUGH. RUSSIAN IS OFFERED FOUR OR FIVE TIMES A DAY. TYPING COURSES ARE OFFERED AT A VARIETY OF TIMES.

Not really. We had a hard time getting in.

I HAVE THREE STUDENTS ON WALKABOUT WHO ARE TAKING IT IN THE EVENING NOW. BY AND LARGE, THAT'S A BETTER CLASS THAN THE DAYTIME CLASS BECAUSE IT'S ALL ADULTS. MY OWN DAUGHTER IS IN THAT CLASS. WE HAVE WORKED AROUND SOME THINGS FOR STUDENTS WITH THOSE KINDS OF REQUIREMENTS. I'M INTERESTED IN THE WRITING BECAUSE WE DID HAVE A STUDENT ON A WRITING WALKABOUT AT W.O.S.U. IT SOUNDED TO ME AS THOUGH YOU SAID NO, IT'S NOT GOING TO WORK. LIKE SHE REALLY DIDN'T . . . SHE WASN'T PARTICULARLY INTERESTED IN IT EITHER BECAUSE SHE SEEMS TO BE A PRETTY ASSERTIVE PERSON ABOUT THINGS THAT SHE REALLY WANTS TO DO.

Maybe around here. That may be the case. It did not appear to us that she had any crystallized feelings about doing a Walkabout. And any burning desire to do one of these things or another. And consequently, if she doesn't have any burning desire to do it, I didn't feel that it was worthwhile letting her go out and muddle around in something that she was not going to put her whole heart into. That's been part of the problem - the way I see it - that there doesn't seem to be any real commitment to some of these things. There is a partial commitment a lot of times when there is some sort of social activity. She is more willing to commit herself to something but when it would require her to go off on her own and put some time in it, she doesn't seem to want to make that commitment.

KIND OF A PASSING INTEREST BUT NOT A COMMITMENT. NOT IN TERMS OF THE TIME, ENERGY, AND RISK TO SOME EXTENT.

Risk, yes.

BECAUSE IT SOUNDS TO ME AS IF WHAT YOU DID WAS TO SAY - IT DOESN'T SOUND LIKE A GOOD IDEA TO US, MORA, AND WE DON'T THINK YOU SHOULD DO IT - BECAUSE YOU'VE GOT TO KEEP THIS MATH CLASS AND YOUR RUSSIAN - AND SHE DIDN'T SAY, WELL, I COULD REARRANGE MY SCHEDULE. THAT HAPPENS IN A LOT OF FAMILIES, BUT THEN USUALLY A STUDENT WILL COME BACK AND SAY, "HEY, I COULD MOVE MY RUSSIAN
CLASS TO SEVENTH PERIOD. I COULD TAKE TYPING IN
THE EVENING. I REALLY WANT TO DO THIS."

I suppose if she had done that, then we
could have.

BUT SHE DIDN'T PRESENT YOU WITH OPTIONS.
IT WAS EITHER/OR. IF I DO A WALKABOUT, I WILL
DROP THESE COURSES OR I DON'T DO A WALKABOUT.
WHEN YOU MADE YOUR PREFERENCE KNOWN, SHE
DIDN'T COME BACK AT YOU WITH THE OPTIONS. AND
THAT IS PROBABLY SIGNIFICANT FROM THE VIEWPOINT
OF YOUR COMMITMENT IDEA. SHE WASN'T COMMITTED
ENOUGH THAT SHE WANTED TO EXPLORE OR LOOK AT
OPTIONS.

One of her friends has called here and
said something about Mora not going on Walkabout.
She said it was only what Mora was - Mora wasn't
independent enough to do something like that.

SHE DOES GIVE YOU A MIXED PICTURE OF THAT,
DOESN'T SHE?

Yes. And even if she wanted to do something
and couldn't find anything, I could have found
something for her at work in terms of writing.
There was no problem with that.

There are several significant points in this
interchange. Her father clearly states that her not doing a
Walkabout was "not her choice". He also offered insight in
his reply to "she seems to be a pretty assertive person
about the things she wants to do," when he said "maybe
around here." Implicit in that she is not assertive at
home. That should have been followed up on in the
interview. It is also interesting to note that Mora in the
June interview says, "I still wish I had been able to do a
Walkabout." She goes on to discuss two Walkabouts that a
student interested in writing did (one at W.O.S.U. public
relations department and one at Logan Elm Press), and how
attractive they were for her. When asked why she didn't do a Walkabout, Mora replied:

I was kind of upset - my parents had to ruin my life a lot of the times, and so I thought it is not worth all the fuss. Because I would have had to make a lot of fuss and gone through a lot of -- And I was just tired of going through scenes. There were so many scenes during the sophomore year. I used to get tired of them. I didn't want to make waves. I was kind of tired of making waves. They got really upset at me for awhile because of my marks - because I hadn't made good enough grades, hadn't done this, hadn't done that. And I was really upset for awhile. But actually what they were doing was taking their frustrations out on me. They were upset because they couldn't pay for college. I didn't do that badly. Maybe my grades weren't as good as they could have been, but my grades were not as good in my freshman year. My freshman year they put on me. Because all of a sudden it's like being grown up, mature. Up until then, they dictated my life essentially. I didn't like it but it's not the type of thing you can say. All of a sudden, it's just like you are not mature enough to do this. You are not mature enough to do that. No one was ever encouraging me to be mature.

THE GOAL WAS TO DO WHAT YOU WERE TOLD TO DO.

Right. So I didn't feel as though it was really my fault that I wasn't mature enough for this, that or the other. And I said so to my mom. I didn't say that to my dad. Again it would have been another scene, and I had just gone through one, and I didn't want another scene.

It would seem that both Mora and her parents have some recognition of the parental control factor in her development. It is of value to look at what her third and fourth quarters were like in terms of her growth and maturing without the Walkabout experience.
In response to the question, "How has second semester been for you?" Mora said:

Weird, very weird.

HOW?

There hasn't been anybody else that I really know very well around. All the seniors are on Walkabouts. So I've got to know all these others. The only thing - that I regret is that I made these friends who are younger than I am, and I'm not going to be here with them to see what they are doing. That is what really upsets me right now about not having done a Walkabout and about having made these friends, and I'm not going to be here to see what they are doing . . . it makes it a lot harder to leave because otherwise it wouldn't be such a big deal.

Mora makes the case that at Linworth a senior who doesn't do Walkabout is forced to associate with younger students. Rather than make a transition toward the adult world, Mora made one toward those who are younger.

Her parents express this in response to the question, "What growth have you seen in her in her senior year? How has she changed?"

It comes in fits and spurts. There are moments when she acts as if she is about ready to assume the trappings of adulthood, and then there are other moments in which there is the - we seem to be locked in the twelve to thirteen year old time warp where the most important thing in the world is to go see some rock group.

In summary, the data on Mora describes a student who did not make her own decision about a Walkabout or much else of personal importance for that matter. Cell states, "Functional learning in the process of being a self is not learning to subject oneself to the right external controls
but rather learning to develop freedom and self-directedness.

The other two in the research group who didn't do a Walkabout voiced reasons similar to each other for not doing one and essentially centered on a reluctance to leave Linworth.

Both had been in Worthington schools since elementary school and expressed mainly positive feelings about their school experiences. While both sets of parents had divorced, Nelly had the additional trauma of her Dad's death five years ago. Each felt very close to both parents, although both Nelly and her mother emphasized the special closeness of Nelly and her Dad. Mark and Nelly had come to Linworth in tenth grade with the support of their parents.

Nelly never considered doing a Walkabout. She said it was because of a "credit problem", and she was tight on graduation credits. This credit situation reflected a lack of maturity in completing assignments, etc. over the past three years. The science teacher found her gifted in deductive reasoning in chemistry. A case can be made when one looks at Nelly's credits/grades and her ability that she rather consistently underachieved. This researcher was also her credit advisor and over the years the suggestion that she might need to take an extra semester at Linworth in order to graduate was not met with disfavor and, in fact, seemed attractive to Nelly on occasion. Students
receive a total of two and a half credits for a Walkabout. During the third and fourth quarter, Nelly needed three credits and could have picked up an extra half by doing independent contract work. Her major reason for not doing a Walkabout becomes evident in the following response to the question posed in a May interview. "You didn't do a Walkabout because?"

I really don't want to leave here . . . it's gone by so quickly, I don't know what I'm going to do. When I get out of here, I'm going to want to come back. It's like home away from home. I didn't want to go off into reality or a new world.

HOW DO YOU FEEL ABOUT THAT NOW? ARE YOU GLAD YOU MADE THAT DECISION?

Yeah, I really am. Because of the things that I want to do, I don't want to jeopardize that time I have in high school that I could be here with people that I want to be with.

Her mother suggests:

Part of her wants to grow up, and I don't think the other part does. I think she hasn't really grown that much. Now this is just my opinion. I could be wrong. I don't think she has grown that much in the last year because deep down it is the final year, and I think a lot of seniors think the . . . very opposite - so many kids are saying, "Oh gosh, I'm glad it's over. Boy, am I glad to just get out of here." Where I think Nelly - it is just all of a sudden hitting her that, "Oh wow, it's over. Oh no!." I heard her make the statement, "I hope no one will repaint over my painting on the walls (murals at Linworth)." I think she has really gotten babyfied in the last year.

In an interview, the week before Nelly had expressed herself in almost the same words. In response to the question, "What worries you?" She had said:
Reality. Sometimes I really want to get up there and go. But when I get out there and start going, it's like I stall out. When I get out there, and I really think I know what I'm doing - I might mess up and that stalls me. I'm stumped. I really want a taste of it, but yet sometimes I don't. Just like being inside the mother's womb. Sometimes I want to go out there and grab it. It might be cold outside. Sometimes I want to stay inside under the covers, stay warm, sleep. I want to get out there and do things, but sometimes I don't know. Infancy holds me.

This quote of Nelly's is certainly reminiscent of Cell's comment that, "Perhaps nothing contributes as strongly to dysfunctional learning as a reluctance to cut the psychological umbilical cord altogether."

The last of the three students in this study who didn't choose to do a Walkabout is Mark and the interviews reflect a picture of another student with a "psychological umbilical cord." (p. 7).

Mark's mother had several informal conversations with this interviewer in her capacity of Walkabout coordinator in which his mother shared her hope that Mark would chose to do a Walkabout.

In the formal interview with her in the Spring, she said that Mark had always been a good student and a serious boy. His major concerns seemed to be about his own self-confidence and "who he is." He has shoulder-length hair and the limitations placed on him in terms of getting a job and taking part in experiences outside of school are an example of his uncertainty about who he is.
While Mark had always been a good student, he never really loved school until he got to Linworth. The school for him has been "very much a home."

He has had a great deal of conflict in his own home. His mother and father have been divorced from each other twice. His own personal conflict has been mainly with his father and the hair is a symbol of, as he says, "being his own person."

He very much "didn't want to leave the school for anything" and his mother saw his failure to do a Walkabout as being directly related to his desire to stay at Linworth.

We talked quite a bit about the issue of Mark's speech credit, which he came very close to failing, not because he couldn't do it. Mark is basically an A student. His problem as his mother and his speech teacher both saw it was his ambivalence about graduating. The fact that speech is a graduation requirement meant that if he failed speech, then he would not graduate, and he thought he could come back next year. Following this interview, both his mother and this researcher/counselor made it quite clear to Mark that if he failed, he would have to take it in summer school and could not return to Linworth in the fall. This was apparently successful because Mark missed no more assignments, passed the course and graduated.

Mark was the recipient of more time and active encouragement to do a Walkabout than any other student in
the four years of extended Walkabout experience. The coordinator and another staff member spent about two hours before each of the two quarters discussing Walkabout possibilities. These included a scholarship provided for Outward Bound, an internship with an outdoor education specialist, and work with a concert sound company among several others. Both times after a night's thought, Mark came back with a firm, "No." A comment he made several times in this process was, "I cherish this school too much to leave it."

In an interview, the day after graduation, Mark commented on his senior year and his feelings about classroom work:

I enjoyed it - senior year. Getting to know some of the teachers better, some of the relationships with the younger students. I'm sick of classroom work. I was, at least this year. Thirteen years - I still like it, but I didn't have much drive.

When asked why, then, he did not do a Walkabout, he replied, "I didn't feel as though I was really - I think it was laziness really. I didn't feel strongly enough about doing it but then again . . . ."

Mark's reaction to the suggestion that lazy was a simple answer but other factors included not wanting to leave Linworth may have entered into his decision which was:

I felt I didn't want to leave. I don't know. I just didn't feel - I was kind of like, well, I don't want to mess with this right now. I just want to do this and graduate. That's what
I mean. I was kind of lazy towards that. School was kind of home, and I wasn't sure how my long hair would be received at some of the places we talked about.

The most significant reply was in response to the question, "Do you wish you had done a Walkabout?" "Yes, I don't like to say that but . . ." He didn't finish that sentence.

It is clear that for the three students who chose not to do a Walkabout, the characteristics which kept a Walkabout from being a growthful experience for them are the ones having to do with the term "decentered" used by Cell. By decentered, he means "taking over the beliefs of others", as opposed to centered, which means "deriving our beliefs from our own experience."

Mora exhibited this decentered characteristic in her need for approval from her parents, especially her father. While Nelly and Mark exhibited it in their need to be taken care of by their school.

In summary, all three students exhibited a lack of self-direction and feeling of self-worth. "If we are lacking in worth, on what basis can we claim any right to life, liberty, and the pursuit of happiness?" (Cell, p. 24).
CHAPTER VIII
CONCLUSIONS AND IMPLICATIONS

Restatement of the Study

The study centered on the issue of whether significant learning involves a change in the learner and if so, what are the characteristics of the learner and the learning situation which cause the change to take place.

The specific program which has been studied is an experiential one called Walkabout as implemented at Linworth, the Alternative Program of Worthington High School. Walkabout as used at Linworth and in this study was a second semester senior, high school option in which students chose a placement outside of the school where they spent twenty to thirty hours a week for nine weeks. This placement was based on the student's academic, career or enrichment interests and was decided upon after a fairly complex process had been completed.

The specific questions of the study centered around the two essential elements in the Walkabout, the student and the experience. The research questions were:

1. What student characteristics make or do not make Walkabout a growthful experience?

2. What Walkabout characteristics make or do not make it a growthful experience for students?
The question of what student characteristics make or do not make Walkabout a growthful experience have been studied in terms of the following issues:

A. Family
   a) Nuclear
   b) Student's place in family
   c) Family mobility
   d) Older sibling attendance at Linworth and participation in Walkabout
   e) Educational background of parents
   f) Parents' feelings about Walkabout

B. Student's Educational Background
   a) General perspective on his education to this point
   b) Years at Linworth
   c) Relationship with staff
   d) Reasons for choosing Linworth
   e) Previous knowledge of Walkabout
   f) Friends who have done a Walkabout

C. Risk-taking Background of the Student
   a) Personal perceptions of "different" experiences
   b) Extracurricular participation
   c) Employment background
   d) Interims and other independent contract work
   e) Failure experiences and student's reactions to them

These issues have been dealt with from the perspectives of the student, parents, staff, and placement people.

The question of what Walkabout characteristics make or do not make it a growthful experience for students have been addressed in terms of:

A. Pre-placement and Placement Interviews

B. School and Placement Supervision

C. The Reflective Component
   a) Proposal
   b) Daily journals
   c) Supervision discussion
   d) Weekly seminars
D. The Externalization Component
   a) Final symposium presentation
   b) Final written abstract

Chapter II reviewed the literature in terms of alternative education, experiential education and specifically, Walkabout. As one moves through the material, it becomes increasingly evident that the concept of reflective thought is an essential one in dealing with the question of educational growth and experiential learning. Dewey's conceptualization of the process is summarized and forms a bridge into the work of Edward Cell. While the data was collected prior to the 1984 publication of Cell's Learning to Learn from Experience, the book provided the structural framework for analysis of the data in terms of the concept that learning involves change in the learner. This change in the learner can be in either behavior, interpretation, autonomy or creativity. From these, Cell set up four learning levels: response, situation, transsituation, and transcendent (Figure 1, p. 36).

Chapter III gave the rationale for the qualitative methodology used in the study. It also explained the manner in which a variety of data was collected and cited the timing of data collection (Figure 3, p. 67). The subjects were defined as being eighteen seniors, three of whom did not do a Walkabout, while fifteen of them did do one.
The methodology and the use of the Cell framework defined the organization of the rest of the work. Chapter IV is a case study of the student, Miya, who most clearly illustrated the answer within the conceptual framework of, "What student characteristics make a Walkabout a growthful experience?" Miya's learning level in Walkabout is traced from the starting point at the situation level with movement into the third level of transituational learning. Chapter V is a case study of the student, Jack's, Walkabout which illustrated, "What Walkabout characteristics make it a growthful experience for students?" Chapter V showed Jack growing from the response learning level through the situation level and ending by approaching the transituational level.

Chapter VI was concerned with the remaining thirteen students who did a Walkabout and the data from these student studies is considered in terms of response, situation, and transsituation learning. None of the students reached the transcendent learning level.

The final chapter of data analysis, Chapter VII, used the three students who chose not to do a Walkabout as examples of dysfunctional learning. Cell defined this as:

... need to overcome our desire to be taken care of, our yearning to be approved of, our wish to retain our childhood dependencies ... Our learning is dysfunctional insofar as we tend to adopt the behavior and beliefs expected of us by others.
Data generated from the students' analysis suggested that there are certain characteristics in both the student and the Walkabout which make the Walkabout a growthful experience or make the Walkabout not an appropriate growthful experience for certain students at certain points of their development. This chapter validated the use or fit of Cell's conceptual framework as a method of analysis for looking at these issues.

Conclusions

The conclusions will be presented in terms of the questions posed in the study. The first question addressed was:

1. What student characteristics make or do not make Walkabout a growthful experience?

The findings of this study support the generation of conclusions in the following areas: family background, academic background, and risk-taking history.

Family Background - Family background does show some patterns, however, the results on family were mixed because of the complexity of issues involved and the fact that the study's focus was primarily on the students and their experience in Walkabout. Therefore, the data gathered on family was not definitive. However, some generalizations can be made since some patterns were present.

A. It is important to note that students who remain in their original, nuclear family may not be in a close, supportive family. This was the case with Jack (case study of a successful Walkabout in terms of Walkabout characteristics), Mora (case study in terms of dysfunctional learning), Maura and Mallery (both were examples of response learning). While
all of these students were in their original nuclear families, none of their families were perceived by the students to be close and supportive.

B. The reverse is also true, families who have experienced a divorce can be seen by their children to be close and supportive. This was the case with Lenny whose father had remarried. Lenny enjoyed quality time with him and with his second family.

C. One generalization can be made about the three students in the dysfunctional learning category. Two of the three sets of parents had been divorced. The third set (Mora's parents) were not perceived by the student to offer a close, supportive family environment and the other two students whose parents had divorced also felt a lack of family closeness and support. It is possible that this could have contributed to these students need to remain in the "family" atmosphere of Linworth.

The fifteen students who did Walkabouts with a variety of results in terms of growth in learning levels had mixed reviews for their parents in terms of support for the students and their Walkabouts. There was not any pattern in the degree of parental support and the growth of the student in Walkabout among those fifteen. In the two Walkabout case studies used because the student in each exhibited unusual growth either because of her personal characteristics (Miya) or because of the characteristics of his Walkabout (Jack), there was a difference in parental support. The student who excelled due to personal characteristics had parents who were among the most supportive. The student whose growth resulted primarily
from the characteristics of Walkabout had the most detached parents in the study. In fact, these were the only parents who refused to meet with the researcher at any time from October to June due to a "lack of time".

There was not a discernible pattern in the data on siblings, place in the family, or siblings' attendance at Linworth.

While the study did suggest some patterns in the relationship between family factors and Walkabout growth, the framework of this study did not provide for discovering the links between Walkabout growth and these factors.

Academic Background

A. Grades offered no clues, of the fifteen Walkabouts, six students were in the A/B range, five in the B/C range, three in the C/D range, and one in the D/F range. Of the three not doing Walkabouts, two were in the A/B range and one in the C/D range. All eighteen students had satisfactory credit status to qualify for Walkabout and to graduate on time.

B. A unique factor in this study for a contemporary American suburb was that all eighteen students had been in the Worthington school system since elementary school. All had been at Linworth for at least two years except for one girl who came as a senior and had a successful Walkabout. It is possible that a more stable school relation has an impact on growth. However, three who did not do a Walkabout had also been in Worthington schools since elementary years.

C. Looking at other factors in the students' educational backgrounds did not prove productive. All eighteen had mixed comments on their previous educational experiences, years at Linworth, reasons
for choosing Linworth, previous knowledge of Walkabout, and friends who have done a Walkabout. All had some staff members with whom they had close relationships and none expressed any animosity towards staff. There was no discernible relationship between their Walkabout decisions and experiences and these factors.

Risk-taking History

A. Some of the background involving risk-taking did not form any pattern in the data. These include: students' perceptions of "different" experiences, employment background, and students' failure experiences.

B. In extracurricular activities and interim participation, as well as other independent contract work, there is a prevalent theme in terms of previous experiential learning. In using Cell's work as a theoretical framework, it became clear that the higher learning levels (situational and trans situational) were possible because of previous learning which allowed for transfer, contrast, and generalizations in learning. Miya's previous work at Huckleberry House, the U.S. Department of Agriculture Lab with the pediatrician, and at Nisonger Center allowed her to progress to the trans situational learning level. Darcey, the only other student to reach the trans situational learning level, also had amassed a wealth of experiential learning at Colerain School, Childhood League School and Nisonger Center. While Jack, (case study on Walkabout characteristics which promote a student's growth) also had to have been highly involved in previous experiential learning opportunities if the hypothesis that previous experiential learning allows greater growth in Walkabout is valid. Jack had been heavily involved in theater work prior to coming to Linworth as a junior and continued that involvement until he began his Walkabout. He had also done an independent study at the U.S. Department of Agriculture Lab as a junior.
While the data indicates that those whose Walkabout fit into the higher learning levels (situation - change in interpretation of a situation, transitiuational - learning how to change an interpretation of a situation), had substantial previous experiential learning. It also indicates that many did not reach these levels but did succeed at the first level, response learning level. Mallery, who came to Linworth as a senior and who had never participated in anything other than the traditional Main Campus classes, was able to successfully complete two Walkabouts (Battelle and the Ohio Historical Museum). She was able to enter at the response learning level even though she had minimal experiential learning in the past. Mallery, however, did not progress to the situational learning level.

2. What Walkabout characteristics make or do not make it a growthful experience for students?

The findings of the study support the generation of the following major conclusion in the area of specific Walkabout characteristics: the most significant component of the Walkabout experience itself is the reflective component. Different aspects of the reflective component (journals, discussions with a supervisor, seminars and proposals) may produce differing growth in different students. For Jack, the case presented as being the Walkabout which produced the most growth, the discussion was key in his reflective process. While for Miya, the journals were more important.
Implicit in these stated conclusions to both questions is the assumption that the necessary conditions of a Walkabout and the necessary background of a student which produce growth can be determined and assessed at graduated levels using Cell's theoretical framework. Therefore, this theoretical framework which uses both behavioral and humanistic perspectives does offer a holistic method to evaluate and assess student growth in an experiential program. The major conclusion is that experiential learning can be studied, assessed and located on an experiential learning continuum having been measured in terms of change in the individual student. This conclusion allows educators to take very different students with diverse experiences and using Cell's theoretical framework draw some conclusions about the amount of learning/change each student has experienced. It allows for comparisons and contrasts of different experiential learning experiences and different students involved in experiential education.

In summary, Cell's framework allows generalizations to be made about individualized experiential learning, and it makes a qualitative research method credible in experiential education. The implications of the study for future research flow from this conclusion.
Implications of the Study for Future Research

This summary conclusion suggests the need for and the possibility of several other specific studies. They are:

A. Comparison of Cell's experiential learning level theory and its relationship to cognitive development theory of Piaget and the emotional maturity level theory of Erickson.

B. Study of how the reflective components of experiential programs really work and how their effectiveness can be improved.

C. Cross-cultural and cross-age studies to test validity of these concepts in different cultural, socioeconomic, and age groupings.

D. Longitudinal studies to look at the ongoing impact in terms of growth on the student after the experiential learning events being studied have ended. Examination of the question of whether an experiential learning reality is an event or a process.

E. Family studies to look at family background and its relation to student growth in an experiential program.

F. The feasibility of developing transcendent learning in a student involved in an experiential learning program.

Each of these implications are elaborated in the following section.

A comparison of Cell's experiential learning levels, Erickson's emotional maturity levels and Piaget's cognitive levels could give educators significant information in terms of beginning to understand what is possible in experiential learning growth for students at differing cognitive and emotional developmental levels. These theories, while dealing with the individual student from differing perspectives, are clearly compatible and
supportive of the holistic view in education. A study which related these three perspectives could offer insights not found in studies dealing with only one or two of these theories.

It seems very appropriate to look in much greater depth at the question of how secondary reflection occurs in experiential programs and how it might be enhanced.

The idea of looking at the reflective components in experiential programs is not a new one since Anderson (1983) in the paper *Research Agenda for Experiential Education in the '80s*, said, "Rich data can be extracted from journals in accordance to major themes, expressions, and incidents about the student experience - an approach used frequently by language scholars." Later in the same publication, she stated,

Not forgetting the importance of the broader context, this would imply not only studying the experience per se, but also investigating other critical components of the total experience - prerequisites, journal keeping, seminars, lectures, reading assignments, and anything else used in education. It would mean asking questions designed to assess the effectiveness of these various activities, such as Wagner and Ehrensaft have addressed in their analysis of the Field Studies Program at the University of California, Berkeley (1979).

Cell's theory has concluded that secondary reflection is at the heart of growth/change/learning in the experiential process:

We have been considering four levels of change that take place, either separately or in combination, when we learn. We engage in the first two, response learning and situation
learning, when we are transacting with our environment. We learn the behaviors that our environment rewards and, by primary thinking, we learn to look at ourselves and our environment in a certain way. Situation learning may also take the form of secondary reflection, in which we examine the way we interpret our environment and create alternative interpretations. We undergo the second two levels of change, transitiuational and transcendent learning, when we disengage ourselves from our transactions and examine our processes of interpreting these transactions, thereby changing our ability to interpret.

Another implication of this study flows from the rather unusual fact that all eighteen of the subjects had been in the Worthington system since elementary school. While even in Worthington, this is rare and with its current growth pattern will become very unlikely in the future, it is certainly too rare in the United States not to cause one to question the need for cross-cultural and cross-age studies to test the validity of these concepts in different cultural, socioeconomic and age groupings.

Anderson (1983) said,

There is enough evidence to suggest that different people learn differently. With the student population becoming more diverse and heterogeneous, it is important to determine if experiential education lends itself more to certain groups than others and in what ways.

Since this study has not addressed this issue, it is still a need to be addressed in an experiential research agenda for the 80s.

Another area needing to be addressed has to do with the reality that experiential education is not an event (a quarter or semester long class or experience) but rather an
ongoing process. The question is how long is the process? Does it, like a microwave, continue to "cook" in the student after he or she has been removed from the learning environment or the process? While not part of the data of the study, the researcher knows from discussions with some of the subjects of the study during the three years since its conclusion that the learning of these Walkabouts has continued well beyond the immediate experience which was examined for this study. It is warranted to ask for how long and in what depth does this process continue and what are its long term results?

As stated earlier in this chapter, patterns were found in family data that there is not adequate data in the study to draw significant conclusions about the relationship of family background and student growth in Walkabout. From twenty-eight years of working with sixteen to eighteen year olds, the researcher suspects that this is a significant area for further study. She also believes that because of the impact of peer relations at this point in the adolescent's life, it would be quite difficult to get at the data at this stage of development. Therefore, ideally, a longitudinal study would not only continue past the experiential event being studied but start in the preteen years if one were to try to get a truly comprehensive understanding of the realities shaping the student into, through and after an experiential learning opportunity. Cell summed this up when he said, ". . . our effectiveness
in learning from experience will involve not only how we prepare and the conditions we encounter but also how we later reflect on it."

In the study, none of the students reached the highest level of learning, transcendent learning. Cell's consideration of this concept included the following:

From time to time, someone modifies one or more of the available concepts or creates relatively new ones, thereby providing new possibilities - new tools - for interpreting individual situations. We are calling the development of this ability transcendent learning. Einstein modified the Newtonian concept of simultaneity. Second, Isaiah, the Old Testament prophet, created his concept of the suffering servant, Freud, his of the unconscious, Marx, his of surplus labor, Tillich, his of ultimate concern, Skinner, his of reinforcement . . . (p. 53).

Above all, it is through creativity that we have the power to be a person. We must organize our experience in ways that enable us to make a significant difference in our life situations. (p. 53).

While none of these students achieved this level of learning development, there is no indication that, if further studies were done as previously suggested on cognitive and emotional developmental levels, achieving transcendent learning level might not be possible in some settings for some students. Indeed, given the need for transcendent learning as defined by Cell, it is clearly a need in our society which education should be actively addressing.
Implications for Practice

The study's conclusions offer the following implications for the practice of experiential education:

A. Considerations of students' previous experiential learning level should be utilized in placement options presented to students.

B. An experiential education program, such as Walkabout should be implemented to share Cell's theory with students together with a study of the effects on their growth into and through an experiential program as a result of this knowledge.

C. Intentional use of reflective components in all experiential education programs should be increased.

As a result of this study, students' previous experiential learning should be studied in the hope of assessing the level of their development and using this information in considering the next appropriate challenge in their educational process. If this were implemented, the process of an experiential learning program would be a more thoughtful and intentional one.

It also seems relevant to consider a process for sharing the Cell material with students. The idea raises some interesting questions, such as: at what developmental stage could students understand and relate these concepts to their own growth? How might this information best be explained to these students? How would these students be helped to assimilate it and use it? However, if one accepts Cell's idea that:

In being a person, we must cope with the limitations and ambiguities of our power and the
threat of its loss. For this, we need the power to create power. Our learning, in situations involving power problems, will tend to be dysfunctional insofar as we organize our lives and our thinking to evade awareness both of our limitations and, behind this, of the threat of powerlessness. (p. 9).

Then one must also accept that students need the information about learning levels in order to be empowered to make a change in their own behavior, interpretation, autonomy, and creativity. Clearly, this idea requires a great deal of study before and during implementation of a program to initiate these concepts with the students. It also is clear that the use of reflection in an intentional way should be a significant component of any experiential educational program.
APPENDIX A

PHI DELTA KAPPAN ARTICLE
Nine Years of Walkabout in Ohio

by Edwin L. Shay

The Linworth Campus of Worthington (Ohio) High School opened in 1973 as a public alternative high school. Today, the program has a staff of seven and enrolls approximately 150 students in grades 9 through 12. As one of the original staff members, I read Maurice Gibbons's article on the Walkabout in the May 1974 KAPPAN. It was not hard to persuade my colleagues to let me try some of Gibbons's ideas. Because the Walkabout concept was very attractive to a faculty trying to create an identity for a new program. The Linworth Campus faculty saw two features of the Walkabout as particularly valuable. Teachers were excited about the sense of purpose that such a program could foster in students, and they also recognized the advantages for graduates of entering the adult world with tangible products and experiences, not just lists of completed credits.

The Walkabout program started on the Linworth Campus in 1975 with only a handful of students. All students are eligible to take part in two nine-week Walkabouts during the spring semester of their senior year. During the past three years, more than 50% of the 45 to 50 seniors each year have completed Walkabouts. The growth of the program stems in large measure from the willingness of faculty members to commit half of their teaching salaries to experiential education. Eileen Meers, a social studies teacher, oversees the Walkabout and similar experiential programs on the Linworth Campus.

The intensive preparation for the Walkabout that students receive during the fall semester of their senior year is a second key to the program's success. After much discussion, the participating students select possible Walkabout topics and placements. Each student, accompanied by a staff member, then interviews a prospective mentor. Neither the student nor the mentor makes any commitment during the interview; the student's Walkabout placement is verified at a later time. After such verification, the student writes a proposal outlining his or her expectations for the Walkabout and the anticipated goals. The student mails this proposal to the mentor.

The Linworth Campus staff seeks mentors who will both nurture teenagers and meet their interests. An academic match is not the only criterion for the approval of a student's placement. Once such approval is granted, however, the student selects a faculty member to serve as an on-site supervisor. This supervisor visits the student at least once every three weeks.

During the Walkabout, all participating students and at least two faculty members attend a weekly two-hour seminar. Here the students share experiences and discuss real or potential problems. The staff members collect the students' journals for the past week and share school news with them. The seminar is designed to offer these teenagers support and guidance as they make the transition to the adult world.

We have not extended the Walkabout to include the entire senior year for two reasons: state graduation requirements and the scheduling of some advanced courses (e.g., mathematics, foreign language) that our students wish to take. However, when the Walkabout began on the Linworth Campus, we started Interim as a companion program. Interim is intended for every student not on Walkabout. During one or two weeks every spring, we half classes so that these youngsters can engage in individual learning projects in the community. This experience includes many of the elements of an effective Walkabout: a six-week preparation period, study in a nonschool setting, self-evaluation, time management, and emphasis on a final product. Interim is an expression of our belief in a continuum of independent learning.

We end the school year with a Community Fair much like that suggested by Gibbons. The fair brings mentors and parents together, and it gives younger students an opportunity to display the products of their Interim projects. Only seniors in the Walkabout make formal presentations to the community at large, however.

The local board of education has approved the Walkabout, Interim, and the Community Fair; district administrators in Worthington also support these programs. Meanwhile, parents, student mentors, and teachers agree that these experiences enrich the learning of all participants.

The Humanities Walkabout at Broad Ripple High School

by Leigh Johnson

INDIANAPOLIS is separated from the Australian outback by thousands of miles and by a wide range of cultural differences. Yet the idea of the Walkabout that originated in the barren wilds of Australia has been successfully transplanted to Broad Ripple High School, a large Indianapolis public school that serves a significant number of disadvantaged students.

Walkabout is part of the Center for the Humanities, an interdisciplinary magnet program that attracts students who range widely in both ability and background and who come from all sections of the city of Indianapolis. The urban setting of Broad Ripple High School offers a variety of experiences for students, and Walkabout was designed to capitalize on this diversity.

Students plan their own Walkabout experiences, which take place in the community instead of in the classroom. Such experiences may include career exploration, volunteer work, research, creative activities, or some combination of these.

Leigh Johnson is coordinator of the Walkabout Program at Broad Ripple High School, Indianapolis.
APPENDIX B

INTERVIEW GUIDE

STUDENTS
Family

1. Tell me something about your family.

2. Other topics:
   A - Parents - original family and current family
   B - Students' place in family
   C - Older sibling at Linworth
   D - Family mobility
   E - Parents' educational background
   F - Parents' reaction to Walkabout

Education

1. Overall, how has school been for you?

2. Other topics:
   A - Grade point hour
   B - Number of years at Linworth
   C - Credit situation
   D - Price educational experiences
   E - Relationships with Linworth staff
   F - Reason for coming to Linworth
   G - Previous knowledge of Walkabout

Risk

1. What have you done that is different (risky)?

2. Other topics:
   A - Extracurricular activities - plays, sports, debate, etc.
   B - Jobs
   C - Interims, independent studies, contracts
   D - Previous association with Walkabout seniors
   E - Failure experiences/reactions of self, parents, peers, staff
APPENDIX C

INTERVIEW GUIDE

STUDENT FAMILIES
Family

1. Tell me something about your family.

2. Other topics:
   A - Parents - original family and current family
   B - Students' place in family
   C - Older sibling at Linworth
   D - Family mobility
   E - Parents' educational background
   F - Parents' reaction to Walkabout

Education

1. Overall, how has school been for your child?

2. Other topics:
   A - Early school years
   B - Linworth years
   C - Relationships with Linworth staff
   D - Parents' reaction to Linworth
   E - Parents' reaction to Walkabout

Risk

1. How do you see your student in terms of risk-taking?

2. Other topics:
   A - Successes
   B - Failures
   C - Support Systems
Family

1. What are your perceptions of the student's relationship with his/her family?

Education

1. In general, what are the strengths and weaknesses of the student?

2. Other topics:
   A - Classroom work
   B - Interim, contract work
   C - Fit between student and Linworth
   D - Relationship with Linworth staff

Risk

1. What risks has this student taken?

2. Other topics:
   A - Extracurricular activities - plays, sports, debate, etc.
   B - Jobs
   C - Interims, independent studies, contracts
   D - Previous association with Walkabout seniors
   E - Failure experiences/reactions of self, parents, peers, staff
APPENDIX E

INTERVIEW GUIDE

WALKABOUT PLACEMENT
1. What strengths do you see in this student?

2. What weaknesses do you see in this student?

3. Comment on any growth you observed in this student during Walkabout

4. How do you see this student in terms of:
   A - Educational background
   B - Risk-taking
APPENDIX F

INTERVIEWS
INTERVIEWS

1. Eileen will make definite arrangements with the organization about the time, place and person who is going to interview you. It is your responsibility to get excused from necessary classes. Allow half an hour before and half an hour after the appointment for travel time. Allow 45 minutes for interview. Eileen will sign excuses for main campus classes.

2. Collect your thoughts about your interests, skills, training and work experience. Keep a clear picture of yourself in mind. Use the lists you generated in Step One. Take a small notebook or cards with you to have the information handy for reference.

3. Read over the information you've collected about the organization. There's no need to pretend if you really have the knowledge.

4. If you are nervous, practice communicating with your mirror. It's OK to feel nervous, but a little practicing can bolster your self-confidence. Or find a friend and role play the interview.

5. Be neat and well-groomed. Dress appropriately. Jeans are not appropriate for an appointment at Battelle or Art Museum. They are for a ceramic studio or veterinary clinic.

6. Look the interviewer in the eye. Eye contact is essential as everyone likes attention. A slightly forward position signals to the interviewer your interest. There's no need to hang onto every word but a nonchalant, laid-back position gives an impression of disinterest. Be relaxed but attentive.

7. Enthusiasm is always appreciated. Don't feign it. You'll be more transparent than you realize. If it's the Walkabout you want, the feeling will be sincere. If it doesn't feel sincere, that's your cue to look elsewhere.

8. This is the time to leave slang at home and watch your English.

9. Most importantly, ask questions. There is a lot you should want to know about the organization, such as--

   - Duties and responsibilities of a Walkabout participant.
   - Clarification of the organization's purpose and activities.
   - Type of Walkabout projects.
   - Specifics - pay, time commitment, number of Walkabout participants, etc. Remember: You are a consumer of this experience. The organization needs to sell itself to you, too. After all, if they are going to receive your services
for little or no pay, they need to give you the kind of learning experience you want.

10. Express and discuss your interest in particular projects or tasks. Let the interviewer know what you would be interested in doing as a Walkabout participant and how it will benefit the organization.

POINTS ABOUT YOU TO COMMUNICATE DURING YOUR WALKABOUT INTERVIEW

Why this particular Walkabout is of interest to you. Communicate your enthusiasm.

How does the Walkabout relate to your course of study in school, career plans and other interests, etc?

How does your volunteer or work experience relate to the Walkabout? How and what can you contribute to the agency or company sponsoring the Walkabout?

The AP teacher with you will explain how credits are issued and AP supervision.

What is your time availability? When can you begin and when must you conclude the Walkabout?

What are your special concerns or questions about the Walkabout which need to be answered through the interview?

QUESTIONS TO HELP YOU FIND OUT ABOUT A POTENTIAL WALKABOUT*

1. What type of organization is it exactly? (Public, private, non-profit, etc.)

2. What would your tasks and duties be?

3. Does the site have a written job description of the position? (If not, consider helping the agency write one.) What day-to-day assignments can you expect?

4. Does the position require any special skills, experience or education?

5. What hours would you be working?

6. Who would be your immediate supervisor and how closely would you be supervised? (Ask to meet this person on your first visit before you agree to volunteer.)
7. How were the needs of those being served initially identified and how does the agency stay in touch with clients to determine if the service is meeting those needs?

8. Where does the department in which you will be assigned fit into the overall structure of the organization?

9. Is orientation provided for Walkabout students? By whom? What is the content of the orientation? What are its goals?

10. Is the Walkabout one that might place you in the situation of handling an emergency? If so, what training will you be given for such a situation?

11. Are you likely to incur any expenses in the performance of your duties? Will you be reimbursed?

12. Are there any special rules you should know about? (This is important because it could affect your work and/or happiness on the site.)

13. Does the site offer any special privileges or benefits to its Walkabout participants?

14. What is the general role and status of Walkabout students at the site?

15. Are there any laws or legal limitations which apply to you because of your work at the site? (Bonding procedures, for example, or confidentiality or security clearance.)

From the interview, the organization should be able to gain a picture of what your abilities are and how they can use your talents. You should come away with an idea of what the Walkabout will require from you and a glimpse of what your supervisor will be like. Can you work with him/her? The interview provides a chance for you and the organization to feel out the situation and avoid problems later. It is another important opportunity for you to figure out what and which opportunity can provide it.

*Adapted from "The Experienced Hand: A Student Manual for Making the Most of an Internship" by Timothy Stanton and Kamil Ali, NSIEE
APPENDIX G

WALKABOUT PROPOSAL
A WALKABOUT PROPOSAL

There are several reasons for writing a proposal for Walkabout. The reason(s) to which you have a sense of commitment or ownership will probably have something to do with both the kind of proposal you write and the kind of experience you have in writing the proposal. Some reasons are:

1. A proposal is required for Walkabout.
2. Putting your plan for Walkabout in writing helps you to think through ideas and details which otherwise may be overlooked or taken for granted.
3. Writing a proposal clarifies your expectations and will help to reduce misunderstandings or problems.
4. A proposal helps in the communication process among participants (you, the school personnel, your field supervisor, your parents).
5. Presenting your ideas in writing is a skill which can be valuable in many different settings.
6. A proposal can help in the evaluation process. It can help you, as well as others, evaluate your experience and see your growth and development.
7. Proposals can help the school evaluate the whole Walkabout idea and make decisions about if and how to continue with the program.

GUIDELINES

1. Walkabout should be capitalized. It is a proper noun.
2. Under evaluation when referring to a journal, refer to a "daily journal".
3. Each section on the rough drafts should be on a separate sheet of paper. On the final draft the sections will go together as on the suggested topics sheet of this paper.
4. Use "I will" rather than "I hope to" or "I plan to".
5. The second draft must be typed.
6. Resume - Use your attendance record if it has been good. Example: "During the last two years I have been absent twice and tardy once."
7. Use the exact dates of the Walkabout not "the first Walkabout".
SUGGESTED OUTLINE FOR WALKABOUT PROPOSAL

Title Page
Table of Contents
Summary or Abstract
Background/Introduction
Rationale
Experiencing Plan or Description of Activities
Objectives or Goals
Evaluation Plan
Budget
Resume/Vita
Letters of Support
SUGGESTED TOPICS/OUTLINE FOR A WALKABOUT PROPOSAL

TITLE PAGE
Include name, date, and a title (example -- Living on a Ranch: A Proposal for Walkabout)

TABLE OF CONTENTS

SUMMARY OR ABSTRACT
Two or three paragraphs which briefly describe your Walkabout plan. You may wish to write the abstract last, but it should be the first item in your proposal. It might begin, "As part of the Linworth Alternative School Walkabout Program, I plan to ...."

BACKGROUND/INTRODUCTION
Describe the history, goals, objectives of the Walkabout. Who developed the idea? Why has it been included in the Linworth School curriculum?

RATIONALE
Why did you decide to participate in Walkabout? In general terms, what are your expectations? Your hopes?

EXPERIENCING PLAN/DESCRIPTION OF ACTIVITIES
In very specific terms, what is your Walkabout plan? Where will you go? For how long? Who will your supervisor be? How many hours each week? What role do you expect to play at your placement? In what activities do you expect to participate? How will you learn what to do?

OBJECTIVES/GOALS
In some ways, your objectives section will repeat the ideas in your rationale section. Here you should try to be more specific. You may wish to list the skills you hope to learn, the knowledge you hope to gain. Some of your objectives should be measurable (for example, "I hope to learn at least three techniques for making stained glass windows" is measurable. "I hope to learn about people" is very general and very difficult to measure).

EVALUATION PLAN
How will you evaluate your experience? What evidence will you have, during the course of your Walkabout and when it is over, to demonstrate what you have learned? How will you or others, know whether or not it was a valuable experience? Evaluation tools can include written reports, diaries, interviews, checklists, etc.

BUDGET
Usually a chart rather than a narrative. Show your costs (transportation, clothing, lunch, special tools, parking permits) and your resources.

RESUME/VITA

LETTERS OF SUPPORT
Letters from parents, teachers, friends, employers, etc. who understand your plan for Walkabout and support you (emotionally and/or financially) in your endeavor.
LIST OF REFERENCES


National Center for Research in Vocational Education (1978). Experiential Education a Primer on Programs, Columbus, OH: Ohio State University.


