

REVITALIZING THE FIELDTRIP: FIELD-BASED EXPERIENTIAL LEARNING AT THE COLLEGE LEVEL

A MODELING PRESENTATION

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ABSTRACT

Transformative change, the internalization of a fundamental redirection, can be achieved through a combination of three experiences: (1) exposure to a profound experience; (2) acceptance of conceptual relatedness; and (3) application of both the experience and the connection to individualized daily capacities. There have been many theories examining the change mechanism. The Trans-Theoretical Model (TTM) of change, first introduced by Prochaska and DiClementi, has been applied to better explicate individual motivation throughout the change process. Utilizing this particular model, relatedness or perceived relevance of course material was considered in addressing student readiness for transformative change. Based on the assumptions that behavior regulation is affected by external experiences and that humans are active beings, the researchers introduced worldviews of social justice issues in preparation for a field-based learning experience. Immediate post-experience observations were collected via video documentary. Additional data points were evaluated via print media and photo documentation. Kuh's High Impact Educational practice of *common intellectual experiences* provided the grounding point for the field-based experience for this cohort group.

SELECT REFERENCES

Kuh, G. & O'Donnell, K. (2103). *Ensuring Quality & Taking High-Impact Practices to Scale*. AAC&U. Washington, D.C.

Prochaska, J. & DiClemente, C. *The Transtheoretical Approach*. In: Norcross, JC; Goldfried, MR. (eds.) *Handbook of psychotherapy integration*. 2nd ed. New York: Oxford University Press; 2005. p. 147–171.

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