

10-1993

## What Do We Know About the Impact of Field Based Programs on Students?

Janet Eyler  
*Vanderbilt University*

Dwight Giles Jr.  
*Vanderbilt University*

Follow this and additional works at: <https://digitalcommons.unomaha.edu/slcehighered>



Part of the [Service Learning Commons](#)

Please take our feedback survey at: [https://unomaha.az1.qualtrics.com/jfe/form/SV\\_8cchtFmpDyGfBLE](https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE)

---

### Recommended Citation

Eyler, Janet and Giles, Dwight Jr., "What Do We Know About the Impact of Field Based Programs on Students?" (1993). *Higher Education*. 100.  
<https://digitalcommons.unomaha.edu/slcehighered/100>

This Conference Proceeding is brought to you for free and open access by the Service Learning at DigitalCommons@UNO. It has been accepted for inclusion in Higher Education by an authorized administrator of DigitalCommons@UNO. For more information, please contact [unodigitalcommons@unomaha.edu](mailto:unodigitalcommons@unomaha.edu).

# DISPLAY

What Do We Know About the Impact of Field Based Programs on Students?

Janet Eyler and Dwight Giles, Jr.  
Vanderbilt University

Presented at the Annual Conference of the National Society for Experiential  
Education San Francisco October 1993

NSLC  
6/6 ETR Associates  
4 Carbonero Way  
Scotts Valley, CA 95066

## What Do We Know About the Impact of Field Based Programs on Students?

Janet Eyler and Dwight Giles, Jr.  
Vanderbilt University

### Abstract:

The literature on field based education programs for undergraduates is voluminous, but surprisingly unhelpful in answering the most important question of all, "What difference does it make in the lives of students?" In this presentation we have focused on this largely unanswered question, first (1) examining the goals commonly held for such field experiential approaches as cooperative education, academic internships, field components of classes, and service learning then (2) discussing evidence for impact on students and finally (3) identifying critical gaps in our knowledge of how these programs affect students.

Figure 1 provides a context for our analysis of the literature of which this presentation is a small part. Building on a matrix generated in the research committee of the National Society for Experiential Education (Moore, 1992) we are examining the types of information we have about the role of various stakeholders in field based education and the impact these programs have on them. The attached draft bibliography contains material that corresponds to all of these cells. This presentation focuses on the upper left and right cells in this matrix. Figure 2 breaks out the upper right cell containing evidence of impact of programs on student outcomes; we have broken those outcomes into 4 categories: personal growth, career development, social development, and academic/cognitive change. We have also characterized the nature of the evidence provided in the literature moving from anecdotes and simple self report e.g. "I learned a lot in my internship" to more persuasive evidence including use of written assessment instruments and observations of behavior e.g. 'program participants were twice as likely to be community volunteers 10 years after participation in the service learning program.' Figures 3 and 4 represent the necessity to examine the literature in figure 2 broken out by alternative types of field experience.

Indeed, one of the most glaring gaps in the literature characterized by the Figure 1 typology is in careful investigation of the processes by which field experience should lead to attainment of the goals claimed for it. The study with the largest n merely identifies the presence or absence of an internship component in the student's curriculum. (Astin, 1993) There is a lot of program description and prescription in the literature, but almost no theory building and testing. In our discussion of goals and outcomes, this gap should be kept in mind. Clearly any careful exploration of the impact of field based programs must identify the program characteristics which make the difference; this includes such gross characteristics as contrasting internships with service learning projects, but also must include comparative studies of

alternative structures for experience. These are the processes that fall in the 4th column of the Figure 1 matrix. Indeed, where such comparisons are made, programs have been found to have quite different effects on participants. (Conrad and Hedin, 1981) These alternative experiences should also be anchored in theories about how people learn and transfer their learning to new settings.

In Table 1 we have summarized the goals identified in both the field based education literature and the higher education reform literature as a context for our examination of the student outcomes attributed to field based programs. The categories used for this review of goals parallel the outcome categories in Figure 2 and are fairly standard in the outcomes literature. (e.g. Pascarella and Terenzini, 1991; Giles et. al. 1990; Astin, 1993)

An analysis of the two sets of goals suggests a great deal of commonality; in fact, in examining the undergraduate reform literature, one is struck by the extent to which the observations are consistent with long held beliefs of experiential educators. The greater focus in the field based literature on career development results from the large number of cooperative education and specifically vocational programs that incorporate field components. The two bodies of literature diverge in the practical implications of these observations; most of the reform literature looks to changes on campus and in the classroom in pursuit of these goals whereas the field based educators see an integration of field and campus experience as the logical solutions to the lack of integration of theory and practice. (Couto and Zuberer, 1988)

In examining the rows in Table 1 it appears that personal growth and career development are somewhat lower in priority than social development and academic/cognitive change. This last is not surprising in that it includes the basic liberal arts general education goals. The social development category has grown in recent years with increased emphasis on community service, volunteerism, service-learning and now national service.

When we compare Table 2 which includes a summary of some key student outcomes with the Table 1 goals, we seem to know most about the categories that seem of least importance in the goal literature i.e. personal growth and career development, and to know the least about the categories most often identified as critical goals of field based and undergraduate education i.e. social [including citizenship] development and academic/cognitive change. This should not be overstated since our knowledge of outcomes in all of the categories is quite limited; nevertheless, one is struck by the almost complete absence of evidence about the impact of field based education on social and cognitive outcomes.

How can we explain this? There are three thoughts that come to mind:

1. Field based programs have not really focussed on social and academic/cognitive goals.

2. Research has not focussed on measuring social and academic/cognitive outcomes.
3. These goals, while important, are not real outcomes of field based education.

We argue that 1 and 2 are the most likely explanations at this point in our understanding of the field. Many programs are specifically oriented to vocational or other career preparation and have been evaluated using career development criteria. (Williams, 1991) And numerous evaluations of professional programs emphasize job placement. In liberal arts programs, field based instruction has not been embraced by faculty so that explicit attempts to link cognitive goals with field experience are often not made; in most institutions field based programs have tended to be marginal to the curriculum. (Nelson and Gore, 1979) Where service oriented programs are marginal, they may focus on social or citizenship goals, but not have the resources to systematically pursue these goals instructionally or to evaluate student attainments.

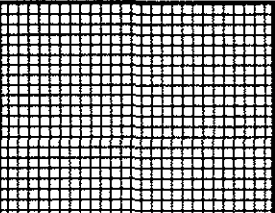
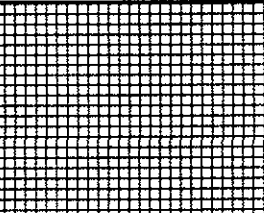
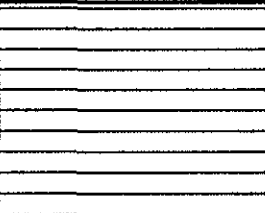
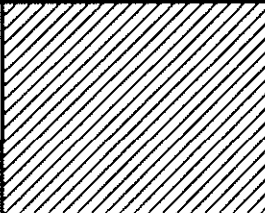
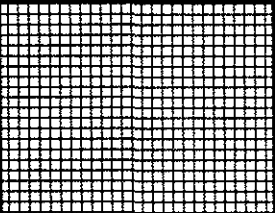
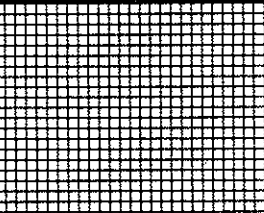
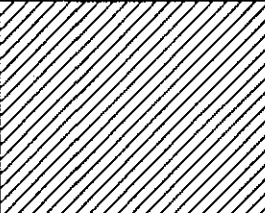
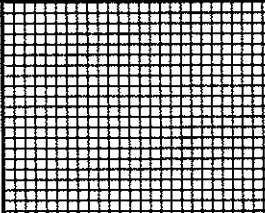
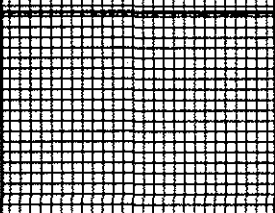
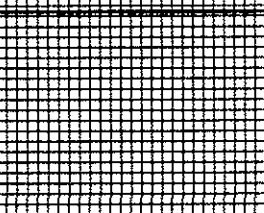
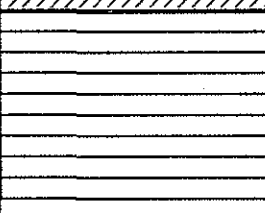
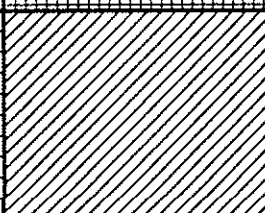
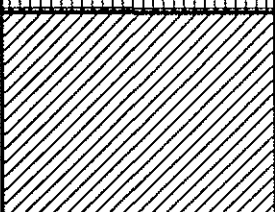
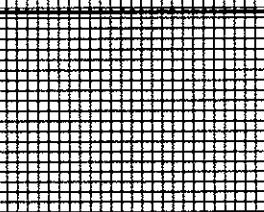
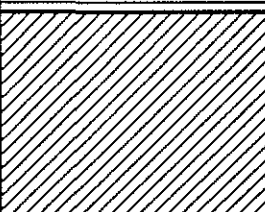
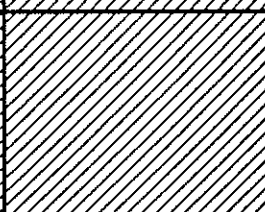
Accurate or convincing measurement of social and academic goal attainment is also a major challenge. The most significant social outcomes are behaviors manifested long after graduation; longitudinal assessments of behavior are difficult to accomplish. Cognitive skill outcomes such as critical thinking or problem solving are difficult to define and to measure. Learning and using particular substantive content poses even greater challenges. For each program and perhaps within each program, students are exposed to diverse field settings; how can we identify principles to be learned and how can we assess transfer of learning from the classroom to the field i.e. 'knowledge in use'. The definition of what is to be learned and effective measurement are critical if we are to realize the academic/cognitive goals of field based learning. (Eyler, 1993) This has meant that assessment has tended to focus on easy to measure constructs like getting a job, or on easy to gather data like student satisfaction with the experience. When assessment relies on student journals and student satisfaction it is clear why the focus is often on personal growth rather than on enhanced social behavior or on the ability to link theory with practice.

The second column in Table 2 focuses on what we need to know; it identifies these difficult to conceptualize and measure outcomes of field based learning. The list is undoubtedly incomplete, but it represents the most critical challenges for researchers interested in field based education. Unless we can demonstrate that these labor intensive programs make a difference on the attainment of the central goals of undergraduate education, it is unlikely that they will be anything but marginal to the curriculum.

Figure 1: Field Based Education Research Literature

	Goals	Description	Prescription	Processes	Outcomes
Students					
Faculty					
Institutions					
Sites					
Society					

Figure 2: Student Outcomes

	Anecdotal Impressions	Simple Self Report	Assessment Instrument	Behavior (Proximal)	Behavior (Distal)
Personal					
Career					
Social					
Cognitive					




-  Substantial supportive literature
-  Some supportive literature
-  Mixed results in literature

Figure 3: Outcomes of Field Based Learning: Program Type By Learning Outcome By Nature of Evidence

	CO-OP	INTERN	FIELD STUDY	SERVICE LEARNING
BEHAV-DISTAL				
BEHAV-PROX				
INSTRUMENTS				
SELF REPORT				
IMPRESSIONS				
CAREER				
PERSONAL				
SOCIAL				
COGNITIVE				



Figure 4: What Impact Will An Internship Program Have On The Students' Long Term Use Of Knowledge and Cognitive Skills?

INTERNSHIPS

BEHAV-DISTAL

COGNITIVE

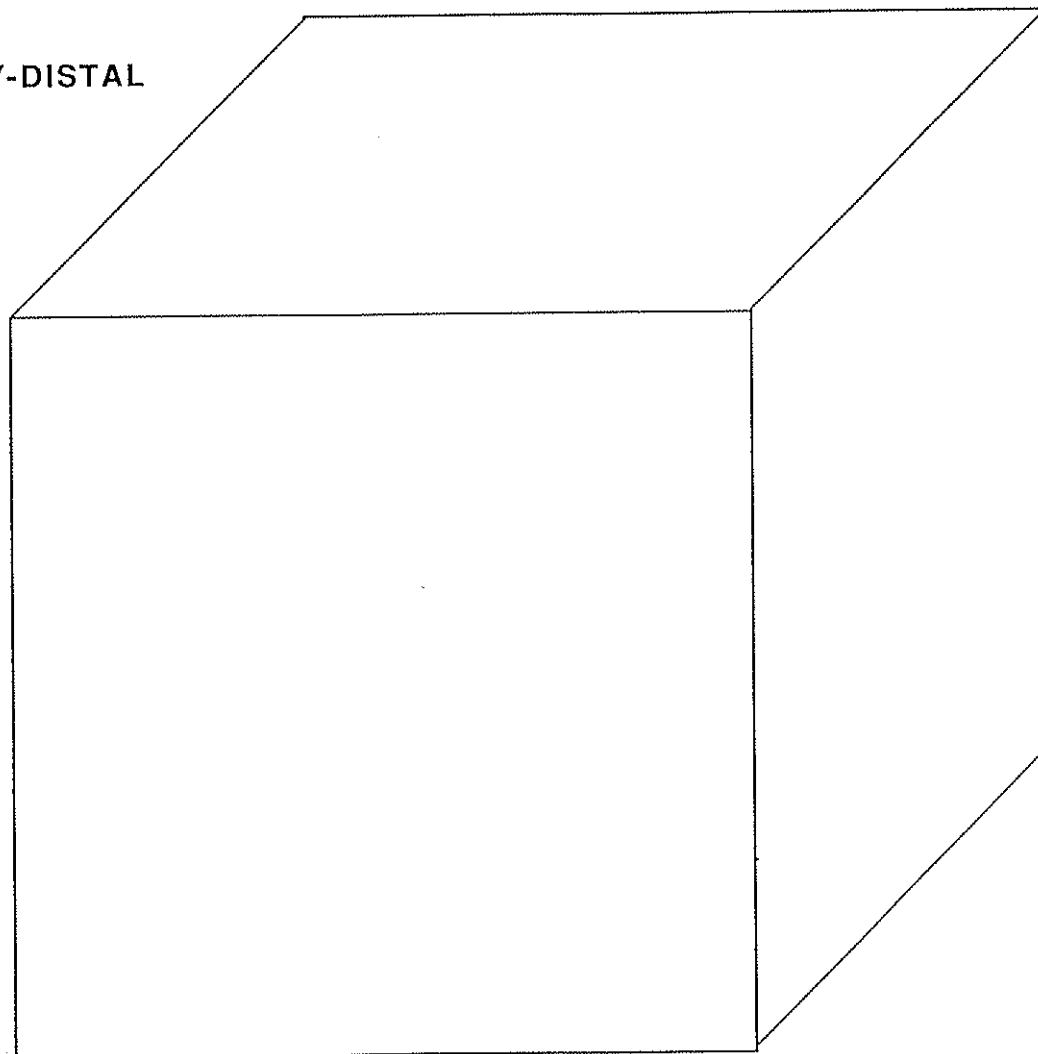


TABLE 1: Goals For Students

Field Based Education

Undergraduate Education

Personal Growth

- Become self-directed and less passive
- Develop intrinsic motivation for learning
- Values development

- Link personal growth with intellectual development
- Values development

Career Development

- Develop career choices
- Get direct career experience
- Enhanced career development

- Develop Situation Specific competence

Social Development

- Be connected to community
- Involvement in human needs
- Provide service to others
- Develop responsible and intelligent citizens
- Interpersonal and leadership skills

- Develop civic consciousness
- Develop a habit of volunteer/community service
- Connect college learning with the world
- Citizenship/Civic Education/Civic Participation

Academic/Cognitive Change

- Integrate liberal arts and community/public service
- Empower learners
- Conceptual and practical grasp of knowledge and skills
- Apply knowledge in new situations
- Link practice with theory
- Inquiry skills

- Connect academic learning with personal lives
- Increase active learning
- Have connected learning
- Develop applications of learning
- Intellectual exploration off-campus
- General education-breadth
- Critical thinking skills
- Enhanced language arts ability

TABLE 2: The Outcomes Of Field Based Education For Students

	What We Know*	What We Need To Know
Personal Growth	<ul style="list-style-type: none"> <li>• Increased self esteem and confidence</li> <li>• Increased personal responsibility</li> <li>• Increased sense of personal efficacy</li> <li>• <i>Increased moral development</i></li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to continuous learning?</li> <li>• Personal efficacy and responsibility?</li> </ul>
Career Development	<ul style="list-style-type: none"> <li>• Active exploration of career interests</li> <li>• Understanding of the world of work</li> <li>• Specific job skills</li> <li>• Hiring advantage over non-interns</li> <li>• Greater confidence in career choice</li> <li>• <i>Increased career maturity</i></li> <li>• <i>Choice of service oriented career</i></li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness on the job?</li> <li>• An accelerated or altered career path?</li> </ul>
Social Development	<ul style="list-style-type: none"> <li>• Increased interpersonal skill</li> <li>• Increased tolerance/support for diversity</li> <li>• Report current volunteer activity</li> <li>• Indicate future community participation</li> <li>• <i>Increased social responsibility</i></li> </ul>	<ul style="list-style-type: none"> <li>• Citizenship values like social responsibility, civic tolerance, respect for diversity?</li> <li>• Acquisition and expression of interpersonal &amp; leadership skills?</li> <li>• Future community participation ?</li> </ul>
Academic/Cognitive Change	<ul style="list-style-type: none"> <li>• Belief internship is a positive learning experience</li> <li>• Better grades</li> <li>• Persistence to graduation</li> <li>• <i>Increasingly positive attitudes about school</i></li> <li>• <i>Learning of specific subject matter</i></li> <li>• <i>Learning to learn/independent learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate "learning" outcomes for field based experiences?</li> <li>• How can we measure them?</li> <li>• Particular subject matter mastery?</li> <li>• Communication skills such as writing, oral expression?</li> <li>• Complex understanding or contextualized expertise?</li> <li>• Knowledge in use or effective transfer of learning to field/job?</li> <li>• Independent learning or learning-to-learn skills?</li> <li>• Problem solving or critical thinking?</li> <li>• Long term continuous learning behavior?</li> </ul>
	<p>* Substantial support                      Limited support  <i>Mixed support</i></p>	

Janet Eyler and Dwight Giles  
Vanderbilt University, 1993

DRAFT BIBLIOGRAPHY  
Goals and Outcomes in Field-Based Education

- Abrams, Irwin. "The Impact of Antioch Education Through Experience Abroad.: Alternative Higher Education. Vol.3(3). 1979. 176-187.
- AEE, CAEL, NSIEE (1984). A Nation At Risk: Another View. Experiential Education, 9(2), 1-3.
- Albrego, Philip. "From Liberal Arts to a Career." Journal of College Placement. Vol.36(2). Winter, 1978. 61-64.
- Althof, James E. "The Social Psychology of Field Experience Education: Some Applications to the Liberal Arts." Alternative Higher Education. Vol. 4(2). Winter, 1979. 127-139.
- Alwell, William. "An Evaluation of the Marymount College Cooperative Experiential Education Program." Journal of Cooperative Education. Vol.(1). November, 1977. 34-41.
- Astin, A. W. (1992). What Matters in College: Four Critical Years Revisited. San Francisco: Jossey-Bass Publishers.
- Barber, Susanna and Robert Baukus. "Media Career Perceptions: Where the Students and Professionals Differ." Journal of Employment Counseling. vol.25(1). March 1988. 14-23.
- Bard, Joseph F. "An Experiment in Providing State Leadership to Field Experience Education." Alternative Higher Education. Vol.3(3). 1979. 169-175.
- Baxter Magolda, M.B. (1992). Knowing and Reasoning in College: Gender-Related Patterns in Students' Intellectual Development. San Francisco: Jossey-Bass.
- Becker, L.B. & Others (1991). Finding Work and Getting Paid: Predictors of Success in the Mass Communications Job Market. Paper Presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication, Boston, MA.
- Borzak, L. (Ed.) (1981). Field Study: A Sourcebook for Experiential Learning. Beverly Hills, CA: Sage Publications.
- Borzak, Lenore and Barbara A. Hursh. "Integrating the Liberal Arts and Preprofessionalism Through Field Experience: A Process Analysis." Alternative Higher Education. Vol.2(1). 1977. 3-16.

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Borzak, Lenore and Barbara A. Hursh. "Developing New Ways of Thinking: A Case Study." In Field Study: A Sourcebook For Experiential Learning. ed. Lenore Borzak, Sage Publications. 1981.122-31.
- Boser, J.A.(1990). The Effect of a Year-Long Internship on First-Year Teaching Performance:Studying the Effectiveness of the Internship. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans.
- Boyer, E.L. (1987). College:The Undergraduate Experience in America. The Carnegie Foundation for the Advancement of Teaching. New York:Harper & Row.
- Boyer, E.L. (1990). Scholarship Reconsidered:Priorities of the Professoriate. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Brieter, D. (1992). Experiential Learning in Guest Services as Perceived by Undergraduate Hospitality Students (Internships). Unpublished doctoral dissertation. University of South Carolina.
- Brooks, S.E. & Althof, J.E. (Eds.) (1979). Enriching the Liberal Arts Though Experiential Learning. New Directions for Experiential Learning, No. 6. San Francisco:Jossey-Bass.
- Brown, Sylvia J. "The Impact of Selected Undergraduate Experiences on Women's Career Choice." Cooperative Education Research Center, Northeastern University. June 1978.
- Caccese, Arthur. "The Kalamazoo Plan: Institutionalizing Internships for Liberal Arts Students." Innovative Higher Education.. Vol.9(1). Fall/Winter, 1984. 59-74.
- Cheslik, F.E. (1989). Professional Internships: the Use of a Valuable Learning Experience. Paper presented at the Annual Meeting of the International Communication Association, San Francisco.
- Chickering, A.W. & Gamson, Z.F. (Eds.) (1991) Applying the Seven Principles for Good Practice in Undergraduate Education. San Francisco:Jossey-Bass.
- Cho, Pill Jay. "Gerontology Training for Minorities. Nov.88. Report gathered by the AASCU/ERIC Model Programs Inventory Project. ED306881.
- Ciofalo, Andrew. "A Perspective on Internship Grading Problems and

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- a Solution." 1988. Loyola College, Maryland. ED298557.
- Ciofalo, A. (1989). Legitimacy of Internships for Academic Credit Remains Controversial. Journalism Educator, 43(4),25-31.
- Conrad, Dan and Diane Hedin. "Are Experiential Learning Programs Effective?" National Association of Secondary School Principals (NAASP) Bulletin. Vol.62(421). November 1978. 102-107.
- Conrad, Dan and Diane Hedin. (1980). "Executive Summary of the Final Report of the Experiential Education Evaluation Project." Center for Youth Development and Research, University of Minnesota.
- Conrad, Daniel and Diane Hedin. "The Impact of Experiential Education on Adolescent Development." Child & Youth Services. Vol. 4(3/4). 1982. 57-76.
- Conrad, D. & Hedin, D. (1991). School-Based Community Service:What We Know from Research and Theory. Phi Delta Kappan, 72(10),743-49.
- Cross, K.P. (1984). The Rising Tide of School Reform Reports. Phi Delta Kappan, 65(11), 167-72.
- Cross, K. P. (1987). The Adventures of Education in wonderland:Implementing Education Reform. Phi Delta Kappan, 68(3), 496-502.
- Damsteegt, Don C. "Self-Management and Instruction in Behavioral Analysis." Psychological Reports. Vol.51. 1982. 288.
- Davies, Marshall W. "Quality and the Large Field Experience Program." Alternative Higher Education. Vol.4(2). Winter, 1979. 149-156.
- Davis, D. R. (1988). The Effectiveness of the Assessment of Learning Outcomes of Students in Experiential Learning Programs. Unpublished doctoral dissertation. Southern Illinois University at Carbondale.
- Davis, James, Thomas Steen and Sharon Rubin. "A Study of the Internship Experience." Journal of Experiential Education. Vol.10(2). Summer, 1987. 22-24.
- Davis, Mark H. "A Multidimensional Approach to Individual Differences in Empathy." JSAS. Catalog of Selected Documents in Psychology. 10. 1980.

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Denton, Jon J. "Early Field Experience Influence on Performance in Subsequent Coursework." Journal of Teacher Education. Vol.33(2). March/April, 1982. 19-23/
- Douglas, G.H. (1992) Education Without Impact:How our Universities Fail the Young. Seacaucus NJ:Carol Publishing Group.
- Duley, John. "The National Institute of Social Sciences' Project in Field Experience Education." Alternative Higher Education. Vol.3(3). 1979. 161-168.
- Eberly, D.J. (1988). A Promise to Keep. Rochester, NY:John Alden Books.
- Elliot, Delbert S. and Brian Knowles. "Social Development and Employment: An Evaluation of the Oakland Youth Work Experience Program." August, 1978.
- Erdman, Jean I. "Assessing the Purposes of Early Field Experience Programs." Journal of Teach Education. Vol.34(4). July/August, 1983. 37-31.
- Eyler, J. (1992). Graduates' Assessment of the Impact of a Full-Time College Internship on Their Personal and Professional Lives. Paper presented at the Annual Meetings of the American Educational Research Association, San Francisco.
- Eyler, J. (1993).(In press) Comparing the Impact of Alternative Internship Experiences on Student Learning. Journal of Cooperative Education, 29(1).
- Eyler, Janet and Beth Halteman. "The Impact of a Legislative Internship on Students' Political Skill and Sophistication." Teaching Political Science. Vol.9(1). Fall, 1981.27-34.
- Feldman, D.C. & Weitz, B.A. (1990). Summer Interns:Factors Contributing to Positive Developmental Experiences. Journal of Vocational Behavior, 37(3),267-84.
- Fullan, M. G. & Miles, M.B. (1992). Getting Reform Right:What Works and What Doesn't. Phi Delta Kappan, 73(6), 745-52.
- Fuller, R.E. & Schoenberger, R. (1991). The Gender Salary Gap:Do Academic Achievement, Internship Experience, and college Major Make a Difference? Social Science Quarterly, 72(4), 715-26.

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Gamson, Z.F. & Associates (1984). Liberating Education. San Francisco:Jossey-Bass.
- Gansneder, N.J. & Kingston, P.W. (1984) University Year for Action Interns and Their Post-Graduate Career Choices:A Retrospective Study. Experiential Education, 9(2) 5-13.
- Gilenson, Amy J., McGovern, M. Scott and G. Christian Jernstedt. "Short Term Experiential Laboratories in Academic Courses." ERIC (ED #238 624). October, 1983.
- Giles, Dwight E., Jr. "Experiential Education in the Field and International Study program: Linking Campus and Community." Human Ecology Forum: A Cornell University Magazine. Vol.16(3). Summer, 1987. 6-8.
- Giles, D. E. (1991). The Role of Service-Learning in Today's College Curriculum. Paper presented at the First Annual Conference of Michigan Campus Compact, Lansing, MI.
- Giles, D.E., Jr. & Jamille B. Freed. "The Service-Learning Dimensions of Field Study: The Cornell Human Ecology Field Study Program." in Kendall, J. C. & Associates, Combining Service and Learning. (1990). Raleigh, NC:National Society for Internships and Experiential Education.
- Giles, D.E., Honnet, E.P. & Migliore S. (Eds.) (1991). Research Agenda for Combining Service and Learning in the 1990s:Report of a Wingspread Conference. Raleigh, NC:National Society for Internships and Experiential Education.
- Goodman, Jesse. "What Students Learn From Early Field Experiences: A Case Study and Critical Analysis." Journal of Teacher Education. Nov/Dec, 1985.
- Gore, Jane S. and Helen Y. Nelson. "How Experiential Education Relates To College Goals and Objective." Evaluation and Program Planning. Vol. 7. 1984. 143-149.
- Grannis, Joseph C. "Ecological Observation of Experiential Education Settings." Environment and Behavior. Vol.15(1). January, 1983. 21-52.
- Grant, G. (Ed.) (1992). Review of Research in Education (Vol. 18). Washington D. C: American Educational Research Association.



**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Greenberger, Ellen and Laurence D. Steinberg. "The Workplace as a Context for the Socialization of Youth." Journal of Youth and Adolescence. Vol.10(3). 1981. 185-210.
- Gring, David M. and Walther G. Prausnitz. "Field-Based Experiential Education: Comments on Integration into the Academic Process." Journal of Cooperative Education. Vol.15(3). Spring, 1979. 14-21.
- Grogan, William R., Schachterle, Lance E. and Francis C. Lutz. "Liberal Learning in Engineering Education: The WPI Experience." In (Eds.) P. Hutchings and A. Wutzdorff - Knowing and Doing: Learning Through Experience. New Directions For Teaching and Learning, No.35. Fall 1988. 63-74.
- Groves, David L., Gerald D. McCart, Gerald H. Cross and Brenda D. Long. "An Investigation Into an Instructional Media for youth Programs--A Case Study." Adolescence. Vol.13(51). Fall, 1978. 509-516.
- Gryski, Gerard S., Johnson, Gerald W. and Lawrence J. O'Toole, Jr. "Undergraduate Internships: An Empirical Review." Department of Political Science, Auburn University. Public Administration Quarterly. Summer 1987.
- Gwynne, M. (1989). A Place for National Service in Higher Education. Educational Record, 70(3-4), 66-70.
- Hagerty, Rebecka A. "Model for the Study and Evaluation of the Stockbroker Internship Program." Journal of Cooperative Education. Vol.17. Winter, 1980/81. 26-38.
- Hahn, W.K., & Molnar, S.L. (1991). Intern Evaluation in University Counseling Centers: Process, Problems, and Recommendations. Counseling Psychologist, 19(3), 414-30.
- Hamilton, Stephen F. "Experiential Learning Programs for Youth." American Journal of Education. Vol.88(2). February 1980. 179-215.
- Hamilton, Stephen F. "Adolescents in Community Settings: What is to be Learned?" Theory and Research in Social Education. Vol.9(2). Summer, 1981. 23-38.
- Hamilton, S.F. (1986). Excellence and the Transition from School to Work, Phi Delta Kappan, 67(11), 239-42.

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Hamilton, Stephen F. "Learning From work." Human Ecology Forum: A Cornell University Magazine. Vol.16(3). Summer, 1987. 19-21.
- Hamilton, S.F. & Hamilton, M.A. (1992). Mentoring Programs: Promise and Paradox. Phi Delta Kappan, 73(3), 546-50.
- Hanson, Gary R. "Critical Issues in the Assessment of Student Development." In (Ed.) Gary R. Hanson, Measuring Student Development. New Directions For Student Services, No.20. December 1982. 47-63
- Hanson, Gary R. (Ed.) Measuring Student Development. Jossey-Bass Inc., Publishers. 1982.
- Haugsbay, T.R. (1991) Service Learning and Cooperative Education: Serving God or Mammon. Journal of Cooperative Education, 27(2), 99-106.
- Hayden, B. (1992). Developing International Student Internships. Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions, Ypsilanti, MI.
- Heck, Shirley and Thomas Weible. "Study of First Year College Students' Perceptions of Career Choice Based on Exploratory Field Experiences." Journal of Educational Research. May/June, 1978. 272-276.
- Hedin, Diane P. "The Power of Community Service." In Caring For America's Children. eds. Frank J. Macchiarola and Alan Gartner. Academy of Political Science. 1989 201-213.
- Heinemann, H.N. (1985). Integrating Work Experience with Classroom Instruction: A Strategy for Student Learning. Higher Education in Europe, 10(1), 71-78.
- Henderson, Algo D. and Dorothy Hall. Antioch College: Its Design For Liberal Education. Harper & Brothers Publishers. 1946.
- Hendel, Darwin D. and Robert Enright. "An Evaluation of a Full-Time Work Study Program For Undergraduates." Alternative Higher Education. Vol.3(1). 1978. 21-30.
- Herring, M.D. & Others (1990). Academic Value of Internships: A Survey. Journal of Agronomic Education, 19(1), 18-20.
- Heskin, Allan D. "The Field Study Program." Alternative Higher Education. Vol.2(2). 1977. 119-133.

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Hodgkinson, H.L. (1986). Reform Higher Education? Don't Be Absurd! Phi Delta Kappan, 67(12),271-74.
- Hollingsworth, Sandra. "Making Field-Based Programs Work: A three-Level Approach to Reading Education." Journal of Teacher Education. Vol. 39 (4). July/Aug, 1988. 28-36.
- Holzer, Madeleine Fuchs. (1982)."The Value of Students in the Workplace." Human Ecology Forum.
- Hook, Wade F. and Paula Sweeney Fern. "Internships in Social Science: An Historical Perspective and Suggestions for the Future." Innovative Higher Education. Vol.8(1). Fall/Winter, 1983. 38-44.
- Horn, Tom and Marcia Brown. "A Decade of Interns: A Survey and Evaluation." Nexus Occasional Paper. Atlantic Center for the Environment (ACE). Number 2. Spring, 1988.
- Howard, Mary. "Work and Study." Journal of Cooperative Education. Vol.14(1). November, 1977. 24-33.
- Hursh, Barbara A. "Learning Through Questioning in Field Programs." In Borzak, L. (Ed). Field Study. Sage Publications. 1981. 259-266.
- Hursh, Barbara A. and Lenore Borzak. "Toward Cognitive Development Through Field Studies." Journal of Higher Education. Vol. 50 (1). 1979. 63-77.
- Hutchings, Pat and Allen Wutzdorff. "Experiential Learning Across the Curriculum: Assumptions and Principles." In (Eds.) P. Hutchings and A. Wutzdorff - Knowing and Doing: Learning Through Experience. New Directions For Teaching and Learning, No. 35. Fall 1988. 5-19.
- Hutchings, P. & Wutzdorff, A. (Eds.) (1988). Knowing and Doing: Learning through Experience. New Directions for Teaching and Learning No. 35. San Francisco: Jossey-Bass.
- Iwamura, Susan G. "Internship and Foreign Language Training: Blending Academic Study and Extra-academic Experience." Proceedings Fifth Annual Conference on Languages for Business and the Professions. Ann Arbor, Michigan, April 10-12, 1986. 619-623.n
- Jackley, Patricia K. and Marlene I. Strathe. "The Effects of Early

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Field Experiences in the Professional Preparation of Teachers: An Analysis and Synthesis of Related Literature." Capstone Journal of Education. Vol.8(1). Fall, 1987.
- Jacobi, M., Astin A., & Ayala, F. (1987). College Student Outcomes Assessment:A Talent Development Perspective. ASHE ERIC Higher Education Report No. 7. Washington, DC:Association for the Study of Higher Education.
- Jernstedt, G. Christian and Bradley T. Johnson. "The Effects of Long Term Experiential Learning Programs on Their Participants." ERIC (ED #238 625). October, 1983.
- Jones, Ruth S. "Evaluating Student Involvement as a Technique for Improving Citizenship Education." Theory and Research in Social Education. Vol.3(1). December 1975. 73-78.
- Kantrowitz, Ricki, Christina Mitchell and William S. Davidson II. "Varying Formats of Teaching Undergraduate Field Courses: An Experimental Examination." Teaching of Psychology. Vol.9(3). October, 1983. 186-188.
- Kapel, David E., Harold S. Resnick and W. Bo White. "Project Access: Evaluating the Impact of Teacher Internships in Industry." Journal of Cooperative Education. Vol.16(1). Fall, 1979. 40-55.
- Katz, J. (Ed.) (1988). A New Vitality in General Education Report of the Task Group on General Education. Washington, DC:Association of American Colleges.
- Keenan, K.L. (1992). Advertising Field Experience and Experiential Learning. Journalism Educator, 47(1),48-55.
- Keeton, Morris T. & Associates (Ed.) Experiential Learning. Jossey-Bass Inc., Publishers. 1976.
- Keller, Peter A. "Identifying Goals for Undergraduate Internships." Teaching of Psychology. Vol.6(4). December, 1979. 240-241.
- Kendall, J.C., Duley, J.S., Little, T.C., Permaul, J.S. & Rubin, S. (1986). Strengthening Experiential Education within Your Institution. Raleigh, NC:National Society for Internships and Experiential Education.
- Kendall, J.C. & Associates (1990). Combining Service and Learning:A Resource Book for Community and Public Service. Volumes I & II. Raleigh, NC:The National Society for Internships and Experiential Education.

**Field-Based Education-Working Bibliography;  
Eylar and Giles, 1993**

- Kennedy, E.M. (1991). National Service and Education for Citizenship. Phi Delta Kappan, 72(10), 771-73.
- Kettering Foundation (1993). Politics for the Twenty-First Century:What should be Done on Campus?. Dubuque IA: Kendal/Hunt Publishing Co.
- Kimball, B.A. (1988) The Historical and Cultural Dimensions of Recent Reports on Undergraduate Education. American Journal of Education,96(3) 293-322.
- Kinnison, Joyce F. and George E. Probst. "An Exploratory Investigation of Liberal Arts Cooperative Education Programs." Journal of Cooperative Education. Vol.14(1). November, 1977. 16-23.
- Kwong, K.S. & Lui, G. (1991). Effects of Accountancy Internship on subsequent Academic Performance. Education Journal, 19(1),111-16.
- LaCost, Barbara and Diana Pounder. "The Internship: An Alternative Model." November 1987. Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987.) ED295306.
- Laramee, William A. and Philip V. Spears. "Bridging the Gap Between Students' Academic and Work Experiences: A Model For Improved Career Development." Journal of Cooperative Education. Vol.15(2). Winter, 1978. 50-59.
- Lawrentz, Marlyn. "A University-Wide Model For Coordinating Internships." Alternative Higher Education. Vol. 4(2). Winter, 1979. 157-164.
- Lipsett, Laurence and A. Nancy Avakian. "Affective Development of Adult Students." Alternative Higher Education. Vol.3(4). Summer, 1979.
- Lisowski, M. & Disinger, J.F. (1991). The Effect of Field-Based Instruction on Student Understandings of Ecological Concepts. Journal of Environmental Education, 23(1),19-23.
- Little, T. C, (Ed.) (1983). Making Sponsored Experiential Learning Standard Practice. New Directions for Experiential Learning, No. 20. San Francisco:Jossey-Bass.
- Lupton, D. Keith. "A Nomenclature For Experiential Education." Alternative Higher Education. Vol.3(3). 1979. 135-144.

Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Lupton, D. Keith. "Centralized Administration and Academic Credit Base in Experiential Education.: Alternative Higher Education. Vol.4(2). Winter, 1979. 165-176.
- Lynton, E.A. & Elman, S.E. (1987). New Priorities for the University. San Francisco:Jossey-Bass Publishers.
- McFalls, Joseph A., Jr. and Bernard J. Gallagher III. "Political Orientation and Occupational Values of College Youth." Adolescence. Vol.14(56). Winter, 1979. 641-655.
- McHugo, Gregory J. and G. Christian Jernstedt. "The Affective Impact of Field Experience Education on College Students." Alternative Higher Education. Vol.3(3). 1979. 188-206.
- Matthews, Janet R. "Undergraduate Field Placement: Survey and Issues." Teaching of Psychology. Vol.6(3). October 1979.148-151.
- Matthews, Janet R. "Evaluation: A Major Challenge for the 1980s." Teaching of Psychology. Vol.9(1). February, 1982. 49-52.
- Mentkowski, M. (1988). Paths to Integrity:Educating for personal growth and professional performance. In S. Srivastva & Associates, Executive Integrity:The search for high human values in organizational life. San Francisco:Jossey-Bass.
- Mentkowski, M. & Strait, M.J. (1983). A Longitudinal Study of Student Change in Cognitive Development, Learning Styles, and Generic Abilities in an Outcome-Centered Liberal Arts Curriculum. Milwaukee:Alverno College Productions.
- Mentkowski, M. & Rogers, G. (1993) Connecting Education, Work, and Citizenship:How Assessment Can Help. Unpublished Manuscript. Milwaukee:Alverno College.
- Miller, W. (1990). Internships, the Liberal Arts, and Participant Observation. Teaching Sociology, 18(1), 78-82.
- Mines, Robert A. "Student Development Assessment Techniques." In (Ed.) Gary R. Hanson, Measuring Student Development. New Directions For Student Services, No.20. December 1982. 65-91.
- Moles, J.A. (1988). The Classroom and the Field:A Necessary Unity. Journal of Experiential Education, 11(2),14-20.
- Moore, David Thornton. "Discovering the Pedagogy of Experience."

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Harvard Educational Review. Vol. 51(2). May, 1981.286-300.
- Moore, D.T. "Students at Work: Identifying Learning in Internship Settings." NSIEE Occasional Paper #5. 1982.
- Moore, David Thornton. "Perspectives on Learning in Internships." Journal of Experiential Education. Vol.6(2). Fall, 1983. 40-44.
- Moore, D.T. (1986). Knowledge At Work:An Approach to Learning by Interns. in Borman, K.M. & Reisman, J. (Eds.) Becoming a Worker. Norwood, NJ:Ablex.
- Morris, John E. and K. Fred Curtis. "Legal Issues Relating to Field-Based Experiences in Teacher Education." Journal of Teacher Education. Vol.34(2). March/April 1983. 2-5.
- Mouritsen, R.H. (1986). Benefits of a Broadcast Internship Program. Feedback, 27(4), 28,35.
- Muuss, Rolf E. "Social Cognition: Robert Selman's Theory of Role Taking.: Adolescence. Vol.17(67). Fall 1982.
- Nathan, J. & Kielsmeier, J. (1991) The Sleeping Giant of School Reform. Phi Delta Kappan, 72(10), 738-42.
- National Society for Experiential Education (1992) The Board Book. Raleigh, NC:National Society for Experiential Education.
- Newman, Philip R. and Barbara M. Newman. "Identity Formation and the College Experience." Adolescence. Vol. 13(50). Summer, 1978. 311-326.
- Orlich, D.C. (1989) Education Reforms: Mistakes, Misconceptions, Miscues. Phi Delta Kappan, 70(3), 512-17.
- Owens, Thomas R. "Experience-Based Career Education: Summary and Implications of Research and Evaluation Findings." Child & Youth Services. Vol.4(3/4). 1982. 77-91.
- Owens, Thomas R. and Sharon K. Owen. "Enhancing the Quality of Community Learning Experiences." Alternative Higher Education. Vol.4(2). Winter, 1979. 103-112.
- Owens, Thomas R. and Sharon K. Owen. "Improving Learning in the Workplace." Journal of Cooperative Education. Vol.18(2). 1981. 57-65.



**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Page, N.R. & Associates. (1981). Predicting Students' Benefits from Cooperative Education. Journal of Cooperative Education, 18(2), 31-43.
- Pascarella, E.T. & Terenzini, P.T. (1991). How College Affects Students: Findings and Insights from Twenty Years of Research. San Francisco: Jossey-Bass.
- Pascarella, E.T., Ethington, C.A. & Smart, J.C. (1988). The Influence of College on Humanitarian/Civic Involvement Values. Journal of Higher Education, 59(4), 412-37.
- Pataniczek, Dennis and Carol Johansen. "An Introduction to Internship Education: New Roles For Students and Faculty." Journal of Experiential Education. Vol.6(2). Fall, 1983. 25-19.
- Patton, P.L. & Dial, D.F. (1988). Testing the Water: A Survey on HRD Internships. Training and Development Journal, 42(10), 48-51.
- Pecorella, R. F. & Others. (1988). Satisfaction with the Intern Experience: Analysis of the New York Assembly Intern Program. Journal of Cooperative Education, 25(1) 25-43.
- Pedro, Joan Daniels. "Induction Into the Workplace: The Impact of Internships." Journal of Vocational Behavior. Vol.25. 1984. 80-95.
- Perenich, Theresa A. "Field Experience Study in a Traditional Setting." Alternative Higher Education. Vol.3(2). 1978. 99-103.
- Phibbs, Philip M. "Wellesley College: Undergraduate Internships and Political Participation." Educational Record. Fall, 1968.
- Posey, L.O. (1988). An Internship Case Study. Training and Development Journal, 42(2), 59-64.
- Prentice-Dunn, Steven and Michael C. Roberts. "A Summer Internship in Psychological Research: Preparation of Minority Undergraduates for Graduate Study." Teaching of Psychology. Vol.12(3). October, 1985. 142-145.
- Prerost, Frank J. "Post-Graduation Educational and Occupational Choices of Psychology Undergraduate Practicum Participants: Issues for the Psychology Profession." Teaching of Psychology. Vol.8(4). December, 1981. 221-223.
- Reid, Herbert G. and Ernest J. Yanarella. "Psycho-Political

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

Development, Political Internships and the Crisis of Liberal Arts: An Experiment in Political Education." Dept. of Political Science, University of Kentucky. June, 1977.

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Resnick, L.B. (1987). Learning in School and Out. Educational Researcher, December, 13-20.
- Richards, Ellen W. "Undergraduate Preparation and Early Career Outcomes: A Study of Recent College Graduates." Journal of Vocational Behavior. Vol.24. 1984. 279-304.
- Ross, R. & Altmaier, E. M. (1990). Job Analysis of Psychology Internships in Counseling Center Settings. Journal of Counseling Psychology, 37(4),59-64.
- Rubin, Sharon. "The Internship Process: A Cultural Model." Experiential Education. Vol.6(4). 1983.
- Ryan, Mary. "The Teachable Moment: The Washington Center Internship Program." In (Eds.) P. Hutchings and A. Wutzdorff; Knowing and Doing: Learning Through Experience. New Directions For Teaching and Learning, No. 35. Fall 1988.39-47.
- Ryder, K.G., Wilson, J.W. & Associates (1987). Cooperative Education in a New Era:Understanding the Links Between College and the Workplace. San Francisco:Jossey-Bass.
- Satariano, William A. and Sharon J. Rogers. "Undergraduate Internships: Problems and Prospects." Teaching Sociology. Sage Pub. Vol.6(4). July, 1979. 355-372.
- Scheetz, L.P. (1991). Recruiting Trends 1991-92:A Study of Businesses, Industries, and Governmental Agencies Employing New College Graduates. East Lansing, MI:Michigan State University Career Development and Placement Services.
- Scheuerle, Jane. "Off-Campus Term: A Setting For Therapeutic Intervention." Alternative Higher Education. Vol.3(3). 1979. 151-153.
- Scheurle, William H. "New College of the University of South Florida." Alternative Higher Education. Vol.3(3). 1979. 154-160.
- Shemberg, K. and S. Keely. "Training Undergraduates as Subprofessional Community Mental Health Workers." Teaching of Psychology. Vol.3(3). October, 1976. 118-121.
- Shulman, Dennis G. "Note on the Impact of the Undergraduate Psychology Practicum." Psychological Reports. Vol.59. 1986. 570.

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Solomon, R. & Solomon, J. (1993). Up the University: Re-Creating Higher Education in America. Reading MA: Addison-Wesley.
- Sprinthall, Norman A. and V. Lois Erickson. "Learning Psychology By Doing Psychology: Guidance Through the Curriculum." Personnel and Guidance Journal. Vol. 52(6). February, 1974. 396-405.
- Stanton, T.K. (1991). Liberal Arts, Experiential Learning and Public Service: Necessary Ingredients for Socially Responsible Undergraduate Education. Journal of Cooperative Education, 27(2) 55-68.
- Starke, Mary C. "A Research Practicum: Undergraduates as Assistants in Psychological Research." Teaching of Psychology. Vol.12(3). 1985. 158-160.
- Stonecash, Jeffrey M., Robert F. Pecorella, Laurel Winegar. "Satisfaction with the Intern Experience: Analysis of the New York Assembly Intern Program. Journal of Cooperative Education. vol. 25(1). Fall 1988. 25-43.
- Suelzle, Marijean and Lenore Borzak. "Stages of Fieldwork." In (Ed.) L. Borzak. Field Study. Sage Publications. 1981. 136-150.
- Swift, J.S. Jr. (1990). Social Consciousness and Career Awareness: Emerging Link in Higher Education. ASHE ERIC Higher Education Report No. 8. Washington, DC: Association for the Study of Higher Education.
- Tallmon, J. & Carter, K. (1991), The Ada County Internship Program. Journal for Juvenile Justice and Detention Services, (6)1,2-7.
- Tappe, Marlene K, Lurna Rubinson, David M. Maerina. "Motivational Characteristics of Community Health Education Interns and Internship Situations: The Personal Investment Approach." Health Education. vol 19(6). Dec-Jan 1988/89. 24-31.
- Teglasi, Hedwig and Donald K. Pumroy. "Field Experiences in Social Psychology Programs." The Journal of School Psychology. Vol.20(3). 1982. 188-197.
- Terchek, Mary E. "Problems with Placements: What They Reveal about Writing Skills Internships." Mar 88. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO March 17-19, 1988).
- Van Aalst, Frank D. "Field Experience Education Models." Journal of Cooperative Education. Vol.15(1). Fall, 1978. 24-32.

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Van Aalst, Frank. "Field Experience, Career and Life-Long Learning." Alternative Higher Education. Vol.3(3). 1979. 145-150.
- Vande Creek, Leon and Glenn Thompson. "Management of Undergraduate Psychology Internships." Teaching of Psychology. Vol.4(4).December, 1977. 177-121.
- Vande Creek, Leon and Mitchell Fleischer. "The Role of Practicum in the Undergraduate Psychology Curriculum." Teaching of Psychology. Vol.11(1). February, 1984. 9-14.
- Van Hecke, Madeleine L. "Cognitive Development During the College Years." Presented at the Annual Meeting of the Midwest Psychological Association. May, 1987. 1-16.
- Vick, D.S. (1989). The Impact of Full-time, Semester-long Internships on College Students' Psychosocial Development. Unpublished doctoral dissertation. Vanderbilt University.
- Wagner, Jon. "Integrating the Traditions of Experiential Learning in Internship Education." Journal of Experiential Education. Vol.6(2). Fall, 1983. 7-14.
- Ware, Mark E. and Janet R. Matthews. "Stimulating Career Exploration and Research Among Undergraduates: A Colloquium Series." Teaching of Psychology. Vol.7(1). February, 1980. 36-38.
- Ware, Mark E., Richard J. Millard and Janet R. Matthews. "Strategies For Evaluating Field-Placement Programs." Psychological Reports. Vol.55. 1984. 571-578.
- Welfel, Elizabeth Reynolds and Neal E. Lipsitz. "Ethical Orientation of Counselors: Its relationship to Moral Reasoning and Level of Training." Counselor Education and Supervision. September, 1983. 35-45.
- Williams, R. (1991).The Impact of Field Education on Student Development:Research Findings. Journal of Cooperative Education, 27(2), 29-45.
- Williams, Vernon. "A Comparison Among Three Experimental Education Programs." Alternative Higher Education. Vol.5(4). Summer, 1981. 219-230.
- Wills, R.J. (1992). Service: On Campus and in the Curriculum. Educational Record, 73(2) 32-36.

Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993

**Field-Based Education-Working Bibliography;  
Eyler and Giles, 1993**

- Wilson, James W. "Criteria For the Evaluation of Cooperative Education Programs." Journal of Cooperative Education. Vol.16(3). Summer, 1980. 99-105.
- Wilson, Linda and James W. Green. "An Experiential Approach to Cultural Awareness in Child Welfare." Child Welfare. Vol 62(4). July/August 1983. 202-311.
- Winer, Ellen N. "Work Experience Education in Secondary Schools: A Massachusetts Study." Journal of Cooperative Education. Vol.14(3). May, 1978. 46-59.
- Wirtz, W. Willard. The Boundless Resource: A Prospectus For An Education-Work Policy. The New Republic Book Company. 1975.
- Wolfe, Alvin. "Internships in Applied Anthropology: Evaluation After Five Years." Practicing Anthropology. Vol/Date?. 12-13.
- Wutzdorff, Allen and Pat Hutchings. "An Integrating Seminar: Bringing Knowledge and Experience Together." In (Eds.) P. Hutchings and A. Wutzdorff. Knowing and Doing: Learning Through Experience. New Directions For Teaching and Learning, No. 35. Fall 1988. 63-74.
- Ziegler, Jerome M. "Experiential Learning and the Purpose of a College Education." Human Ecology Forum: A Cornell University Magazine. Vol.16(3). Summer, 1987.2-5.

10/93