

Classroom without Walls

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Abstract

This research focuses on classroom without walls which quantifies this is the era where classroom knowledge or within the classroom walls activity are not sufficient for students professional development thus this paper focuses on learning beyond the borders of classroom. Education is more than the acquisition of knowledge. Improving young people's understanding, skills, values and personal development can significantly enhance learning and achievement. Learning outside the classroom is not an end in itself; rather, we see it as a vehicle to develop the capacity to learn. It provides a framework for learning that uses surroundings and communities outside the classroom. This enables young people to construct their own learning and live successfully in the world that surrounds them. This research have identified that there many factors which plays a very important role on learning outside the classroom walls some of the most considered factors are like field trips, internship programs, short term exposure, online education etc.however they are only some of the factors. Findings suggest that educators should encourage and support students to participate in out of class activities. This research concludes out of class activities support students' cognitive development, affective development and career preparation.

Introduction:

Today in the business institute classroom, it is still common to see familiar textbooks from a decade ago, along with teacher-focused transmissive teaching styles with students seated, books open, waiting for the knowledge to arrive. Teaching and learning can become inherently spontaneous and student-centered when moved from the confines of the classroom into the world at large. From the collaborative learning atmosphere that results from the unique relationships developed outside the classroom, to the deep learning that occurs when students must put into practice "in the real world" what they have theorized about from behind a desk, field experiences are unmatched in their learning potential out of classroom experiences early in a student's career can be formative and can inspire students to continue in a field. Modern learning is better than the traditional one it does not only

focuses on classroom learning but gives more emphasis on outside and practical learning which makes students more successful and competitive.

Learning outside the classroom is about raising achievement through an organized, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn. The present study made significant contribution to the literature of out of class involvement in education. To our knowledge, no review study has been conducted to integrate the findings of out of class involvement. This study confirmed that out of class activities have positive influence on student development in institutes. Student participation is related to student and institutional characteristics. These findings have important implication for practice and future research. In order to effectively prepare students for a competitive workforce, the faculty and advisors should encourage students to be actively involved in both formal and informal learning.

Out-of-classroom learning offers fantastic opportunities and rewards to both children and teachers alike. It provides many benefits in terms of fun, enjoyment, personal development, motivation and even increased subject performance. As a holistic approach to teaching and learning, it allows young people to:

- become risk aware but not risk averse in managing their own safety
- undertake meaningful exercise as a means of staying healthy and learning more about themselves and their environment
- have fun and enjoyment and achieve negotiated goals
- have the opportunity to work with others and to contribute as ‘active citizens’ in a vast array of activities, many in their local community
- Develop skills and self-confidence that can be applied later in their life. The Real World Learning Partnership was formed in 2003 and consists of subject associations and organizations that provide a wide range of outdoor learning activities.
- On the job and practical learning

There are numbers of factors which plays a very important role in learning beyond the walls of classroom. Modern way of teaching is much better than the traditional one teaching within the limits of classroom walls. Now institutions are focusing on a large numbers of development programmes and trainings for their students for becoming more competitive.

Traditional learning(limits education in class walls)

teacher instructs

student take notes

students follow guided instruction

teacher gives assessment

students have homework

Modern learning(see education as a whole)

within the classroom walls (includes traditional learning also)

- subject related knowledge
- teaching with technologies
- case studeis
- out of the book knowledge

beyond the classroom

- field trips
- internship
- exchange programmes
- online education
- experimental learning
- on the job trainings etc

There are many ways to make learning outside the classroom. some of the main factors are :-

- Online learning
- Exchange programmes
- Field Trips
- Internship programmes
- Industrial visit & short term practical exposure

Online Learning:

On-line education is a new generation tool. It is basically a computer based program. In this education the courses are delivered partly or completely via the Internet, an intranet or an extranet. Here content to concept everything delivered through online. This education gives you enough time to set your own study time from anywhere. The ability to communicate and interact with students all over the country or even the world provides unique advantage to the student. Documents, transcripts, live discussions and training materials are all archived and recorded so that they can be retrieved via mail, e-mail or the institute's website for reading, downloading, and printing. Instructors are also available at convenient times and respond quickly through email. You can earn an online degree at various levels: associate degrees online, bachelor's degrees online, master's degrees online, even a PhD degree online. Many online students find their educational journey is particularly rewarding.

Benefits of Learning through the Internet:

- Virtual classrooms that can be accessed from anywhere
- Well educated, professional instructors just like traditional education
- Diverse programs in a variety of disciplines
- Accredited programs to complete institute degrees
- Technical programs that provide real-time training
- Freedom to enhance skills –and resume – while still working full-time
- Financial aid possibilities
- Real-life application of classroom materials
- Greater comfort with interactive technologies
- Work/life balance

Exchange Programmes:

A **student exchange program** is a program in which students from a secondary institute or university study abroad at one of their institution's partner institutions. A student exchange program may involve international travel, but does not necessarily require the student to study outside of his or her home country. For example, the National Student Exchange program (NSE) offers placements throughout the United States and Canada.

According to the United States Federal Government, foreign exchange programs exist to provide practical training and employment and the sharing of history, culture, and traditions of the participants' home country. The term "exchange" means that a partner institution accepts a student, but does not necessarily mean that the students have to find a counterpart from the other institution with whom to exchange. Exchange students live with a host family or in a designated place such as a hostel, an apartment, or a student lodging. Costs for the program vary by the country and institution. Participants fund their participation via scholarships, loans, or self-funding.

Student exchanges became popular after World War II, and are intended to increase the participants' understanding and tolerance of other cultures, as well as improving their language skills and broadening their social horizons. Student exchanges also increased further after the end of the Cold War. An exchange student typically stays in the host country for a period of 6 to 10 months. International students or those on study abroad programs may stay in the host country for several years. Some exchange programs also offer academic credit.

Benefits for Students who Participate in these Programs include:

- increase in student willingness to take courses outside of their major
- increased confidence to travel abroad in longer-term programs
- increased interest in interdisciplinary studies
- Increased skills of inter-cultural communication
- greater international or comparative understandings of social issues
- a more sophisticated understanding of global social change
- greater understanding of inequalities and differences in the world system

Field Trips:

The phrase “field trip” may bring to mind long bus rides, sack lunches and museum tours, but field trips can take a variety of forms that meet a variety of needs and can enhance deep, active learning. Along with the engagement with concepts that is required by these experiences, the student bonding that occurs on field trips enhances the learning experience and creates a learning community as students continue onward in a discipline. Teaching in the field also gives instructors the opportunity to get to know their students in greater depth in terms of how the students see the world differently than the instructor. This insight into student world-views can help the instructor to better communicate the concepts of the course.

Tips and Techniques:

These tips were provided by VU faculty experienced in taking students on field trips.

- Set up the field trip as a research project that includes data collection.
- Conduct a theoretical examination of the issue in class long before going into the field. Students should have a sense of what the field trip is going to be about before they go.
- At least two weeks before heading into the field, develop the rudiments of basic hypotheses. At this point the instructor should give details about the field site so that students know what to expect.
- In the field, focus on the things that you’ve agreed to focus on and let the other stuff be icing on the cake.
- Take a backpack full of extra warm/dry clothes and snacks to pass out to students as the need arises.
- If for a large class, prepare TAs well to manage smaller groups of the class.
- Prepare students for practicalities including appropriate attire, expectations for physical exertion, anticipated rest stops, supplies and materials they should bring

Industrial Visit & Short Term Practical Exposure:

Industrial visit & short term practical exposure is also one of the important factors while learning beyond the classroom. Industrial visit has its own importance in a career of a student who is pursuing a professional degree. Industrial visits provide students an insight regarding internal working of companies. Industrial visit provides student a practical perspective on the world of work. It provides students with an opportunity to learn practically through interaction, working methods and employment practices Industrial visits are arranged by colleges to students with an objective of providing students functional opportunity in different sectors. Main aim of industrial visit is to provide an exposure to students about practical working environment. Today is the time of competition and to beat this competition, one need to get into business management programs. To cater to this need, business schools in India are moving in the right direction and providing students with both theoretical as well as practical exposure. By short term practical exposure one can put education theory into practice and thereby makes it more relevant. This allows students to develop in numerous ways that can have lifelong benefits.

Benefits:

1. It help students gain first hand information regarding functioning of the Industry
2. Provides an opportunity to plan, organize and engage in active learning experiences both inside and outside the classroom.
3. It is Mandatory in various Indian universities hence it also full fills certain curriculum requirements
4. Provides an insight into the real working environment of the Industry
5. Helps them to see their future place in the working world
6. Helps to enhance their interpersonal skills and communications
7. Helps to understand the do's and don'ts of the industrial practice

Below is a list of potential out of the class learning activities along with a brief description:-

Book report	A synopsis, analysis, or thematic description of a literary work, either in part or as a whole.
Brainstorming	A collaborative problem-solving strategy that involves generating possible solutions, establishing criteria by which to evaluate them, and then applying the criteria to select the best solution. Ideas can be generated using either a structured or unstructured method.

Case study	A specific case (i.e., a detailed story, either true or fictional) that students analyze in detail to identify the underlying principles, practices, or lessons it contains.
Working session	Time during class when learners are given a specific project; resources are made available and the instructor provides assistance, as needed.
Test/quiz	An exercise to determine the level of a student understands. Questions can take multiple forms (multiple choice, essay, etc.).
Research paper/ report	A written document that includes a review of literature and provides one perspective of the subject. A research report includes multiple perspectives.
Performance modeling	Demonstration of an activity by a skilled performer via live performance or video; may be recorded so the learner can access the performance/presented material later.
Peer exchange	Students swap their work, motivating them to think more about the material and discuss it among themselves.
Experiment	A learning strategy by which a study is designed so that the learner becomes the investigator who systematically varies conditions (independent variables) and observes changes in outcomes (dependent variables).
Field trip	An excursion that explores an authentic setting (e.g., a museum, farm, different culture, etc.).
Cognitive modeling	"Reflection-in-action," i.e., a demonstration of the reasoning behind what is happening in a given activity.
Concept mapping	A graphical representation of related information in which common or shared concepts are linked together.
Drill and practice	A learning activity in which students are presented with a problem/task and asked to provide the answer; may be timed or untimed.
One-minute paper	Learners summarize the "most important" or "most useful" point(s) from a lecture, assignment, experiment, etc. Helps students "process" an activity from short-term to mid-term memory. Students could be assigned a "five minute paper" to summarize a week's lessons or identify the one item that remains confusing.
Socratic instruction	Also called "teaching by questioning"; questions and answers are used to build

	a logical argument or reveal flaws in reasoning.
Service learning and community engagement	Where students will have occasions to have discussions with community members or local experts on an issue related to course content. Even greater learning potentials and community benefits rest in more intensive forms of community engagement in the form of service learning projects.
Study abroad	There are several models for study-abroad programs. In some, participants enroll in foreign universities as visiting, non-matriculated students. In other programs, the sending institution retains more control over the curriculum, duration, faculty selection, and experience.
Technology outside the classroom	Today's smart phones and tablet devices (iPads and such) make it relatively easy for students to bring digital technology with them when they leave the classroom.
Place based learning	Places have both natural and cultural histories, which therefore lend themselves to examination by all disciplines. The sciences have something to teach the humanities because field experiences are such a core component of their methodology.

One Practical Experiment done in professional institute was the real deal. It was refreshing to just step away from all the artificial lighting, technology and classroom furniture and simply sit out on the grass, in the open air, learning from each other. It got us wondering what we actually do when we sit in a classroom, enclosed by four walls and with the door firmly closed. It tends to shut down learning, so that the world outside cannot witness what is happening in the room. Why do we shut the doors when we teach? Possibly to eliminate distractions, but there are so many distractions still in the room. In the warm sunshine, with nothing but blue sky above us, and with no power sockets, interactive whiteboards or computers in sight, the group listened intently, engaged completely, and spent two full hours focused on the task, all they had was a pad and pen to scribble their notes. Makes me wonder how learning could be transformed, and the outdoor learning movement had more influence than it currently enjoys.

Review of Literature:

A high quality work-based learning program does not place institute- and career-readiness into separate silos but instead connects rigorous academic classroom learning with vocational coursework that merges in-classroom experiences with industry-related opportunities. For example, in San Francisco, individual attorneys work with students to prepare for mock-trial through classroom activities (Alliance for Excellent Education,

2013). The attorneys also partner with teachers to help students prepare resumes, go through the interview process, and complete institute applications. Mentors share their own institute experiences and work with students to navigate the financial aid process.

Work-based programs help students to be active learners and to develop career awareness, exploration, and preparation (NAF, 2012). Career awareness occurs by introducing students to a wide variety of fields and careers and the post-secondary education requirements associated with them. Career exploration activities provide students with experiences that help refine their areas of interest and explore them deeply. During career preparation, students have the opportunity to engage in in-depth experiences related to a specific career. These career activities are usually followed by one or more internships, typically occurring during 11th or 12th grade.

EdDate (2012) says in his paper internships can help developing skills to real-world problems and still complete coursework that will prepare them for institute. Creating individual learning plans and instruction allowing students to move seamlessly between real-world work experiences and on-site instruction. Maintaining frequent communication between parents and teachers, including bi-monthly reports that track each student's progress. Building strong partnerships with post-secondary programs. For example, CTA students with qualifying GPAs are guaranteed admission to the San Diego State Construction Management program.

Out of classroom learning programs provide both social and academic benefits for students. In a seven-year study of one California work-based learning program, researchers found that minority students participating in work-based programs entered institute at twice the rate of non-participating minority students and that institute enrollment rates were higher for all students in the program when compared to local and state student populations (CART, 2011).

In a recent speech, Braskamp (2007) suggested three questions to guide institute experiences: How do I know? Who am I? And how do I relate to others? These questions reveal three outcomes often associated with institute attendance: cognitive development, identity development, and interpersonal development. In this paper, I discuss institute outcomes and their relationship to out of classroom experiences. Then I present the methods used in this study of the impact of out of classroom experiences on institute student development. I conclude with the results of the study and implications for practice and future research.

Distance education has "brought new life and possibilities...No longer is learning away from a traditional classroom the exception, but rather it is becoming a learner-centered standard many educational models strive to

replicate" (Bitter & Legacy, 2006, p.131). With the introduction of the Internet within the past thirty years, new dimensions of learning have surfaced as alternative forms of education that has brought traditional learning platforms offered in higher education out of the four walls of the classroom into the realm of cyberspace. Other formats of cyber learning contain a mixture of what is referred to as hybrid courses. These courses are offered in a percentage of time spent in face-to-face contact with the instructor and another percentage of class time spent in the cyber space classroom. Combining these two attributes gives the student the best of both worlds in which to grow academically.

Commission on the Future of Higher Education (U.S. Department of Education, 2006), suggest that classroom experiences and curriculum are the only influences on institute outcomes. Yet research shows what campus faculty and practitioners already know – what happens outside of the classroom on institute campuses positively affects student learning and development in a variety of ways.

Outdoor learning supports academic achievement, for example through fieldwork projects, as well as the development of 'soft' skills and social skills, particularly in hard to reach children. It can take place on institute trips, on visits in the local community or in the institute grounds ... Provision by institutes is extremely patchy. Although some institutes offer an active and well-planned programme of outdoor education, which contributes significantly to teaching and learning, many are deterred by the false perception that a high degree of risk attaches to outdoor education as well as by cumbersome bureaucracy and issues of funding, time and resources. (House of Commons Select Committee on Education and Skills, 2005)

The quality of experience that some students receive, working with highly committed and knowledgeable educators may, at times, be inspirational. However, in terms of developing outdoor education across the country, we agree with the Select Committee which noted: 'What is needed is a coherent strategy for education outside the classroom that brings together good practice from around the country, rather than a small number of limited, if worthy projects.' (Select Committee, 2005)

Pascarella and Terenzini (2005) summarized the effects of goings to institute, as such: "...people who go to institute, compared with those who do not, learn better, know more, earn more. Institute adds value to their lives, enhances their self-esteem, and increases their understanding of others and their engagement in their communities" (p. 628).

Out of classroom experiences are of particular interest to student affairs educators, whose realm of influence extends to most institute experiences that are not classroom-related. The student affairs profession has Out of Classroom Experiences 6 historically focused on the “whole student” and continues to do so today (ACPA, 1996; American Council on Education, 2004; NASPA. n.d.).

Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis. The results of the learning are personal and form the basis for future experience and learning Opportunities are nurtured, for learners and educators to explore and examine their own values (Adkins and Simmons 2004).

Hu and Kuh (2003) found that diverse interactions with students of different backgrounds and beliefs contribute to gains in diversity competence, general education, personal development, and intellectual development. In their study of effective educational practices, described out of classroom diversity experiences as positive for some campuses. Research on racial diversity in the past few years has demonstrated that it “enhances the intellectual and personal impact of institute”

For learning to occur, students need to experience other cultures and practice marketing through challenging activities (Duke 2000). The primary objective of the program is to raise student consciousness of market globalization’s impact on all forms of business in the twenty-first century. Marketing educators realize that to compete in today’s job market, students must not only understand the concepts and discipline of international marketing, and they must also appreciate how other areas of marketing are affected by globalization

Traditional education rests on the premise that the teacher has the information and imparts this information to students and then evaluates the students’ performance. By extension, traditional education is based on the teacher being in a power position in relation to the student in terms of the possession of knowledge and the evaluation of learning. This traditional approach to education can be seen across the educational process from pre-institute to doctoral programs (Itin, 1999). This has been referred to as “just in case” learning, as opposed to a “just in time” learning model, where information and understanding occur on the basis of need and interest. Although, undoubtedly, there is information we all need to know, learning *how* to learn is even more important, and of life-time benefit.

While no single out of classroom experience has been found to have a large effect on outcomes, it has been suggested that multiple experiences that are coordinated and mutually reinforcing may be the key to substantial impact. Moreover, the effects of out of class experiences contribute to cognitive and affective development in

reciprocal and cumulative ways. Specific out of class experiences associated with desired institute outcomes include: talking with faculty about assignments and career plans; talking with other students about campus issues, new ideas and views of people, or major social issues; making friends from different groups, including from different racial or ethnic backgrounds; and using information from classes or reading in conversations with others or applying such information to one's job (Kuh, 1999).

Research has found that students in work-based learning programs complete related coursework at high rates and have higher attendance and graduation rates than those not enrolled in such programs (Colley & Jamison, 1998).

Pascarella(1996) et al. found that “out of classroom-experiences were somewhat more important to development of critical thinking than in-class experiences were” (p. 189). Experiences associated with gains in critical thinking include involvement in organizations and clubs, participation in racial and cultural awareness activities, and perceptions that faculty are concerned about student development.

Kuh (1995) found a relationship between out of classroom experiences and interpersonal competence, practical competence, and humanitarianism. In a study that looked at learning for self understanding -- a scale that measures one's interest in clarifying his or her self-concept and values -- students' out of classroom experiences uniquely explained 10-18% of the total variance beyond that attributable to reinstitute characteristics during institute (Springer, Terenzini, Pascarella, & Nora, 1995). The ability to work successfully in a group and other career development skills has also been positively linked with out of classroom experiences.

Whether students choose a career right out of high institute or after institute, all future members of the workforce need to develop the so called “soft skills,” such as creative problem solving, conflict resolution, communication, and teamwork. In addition to these skills, employers want to hire individuals who display positive social skills such as self-respect and reliability (Bremer & Madzar, 1995). Work-based learning programs provide the opportunity for students to develop the skills that will be highly valued in future careers.

out of classroom experiences contribute to many of the traditional cognitive and psychosocial developmental outcomes associated with attending institute. Critical thinking & knowledge acquisition, understanding of self, and the ability to relate well with others have all been associated with out of classroom experiences. Yet the research demonstrating the benefits of these experiences has often had some methodological weaknesses (Astin, 1993) because it has been cross-sectional, lacked sufficient controls for students' background characteristics and experiences, and did not include pre-test measures of the outcomes.

Institute students' out of classroom experiences, broadly defined as any activity or experience the student has beyond the classroom, have been the subject of research studies for at least the past two decades (Astin, 1993; Pascarella & Terenzini). Students spend the majority of their time out of the classroom (Kuh, Schuh, Whitt, & Associates, 1991) and it is likely that students learn more in this setting (Seidman & Brown, 2006). It has been suggested that out of classroom experiences account for 70% of what students gain from institute.

Clearly, out of classroom experiences contribute to many of the traditional cognitive and psychosocial developmental outcomes associated with attending institute. Critical thinking & knowledge acquisition, understanding of self, and the ability to relate well with others have all been associated with out of classroom experiences. Yet the research demonstrating the benefits of these experiences has often had some methodological weaknesses (Astin, 1993; Pascarella; 2006) because it has been cross-sectional, lacked sufficient controls for students' background characteristics and experiences, and did not include pre-test measures of the outcomes. The interdisciplinary and interactive nature of learning communities introduces students to complex, diverse perspectives, as contrasted with expecting students to come up with the "right" answer which is characteristic of traditional pedagogical approaches such as the large lecture class. The structure of learning communities also promotes critical thinking and contextual learning, skills that are increasingly important in an era of information overload (Bredemeier, 1998; MacGregor, 1991).

live case study where students are asked to solve real business problems with the participation of key decision makers, students in the program work in a dynamic and interactive environment (Burns 1990; Gentry 1990). The program goes beyond the simple integration of real-world content: This project certainly made business become a reality. It's great when you can apply institute lessons to a real life situation. The competitive environment inspires the students to achieve excellence. Strong emotions are often apparent as the results are announced because students invest a significant amount of time and energy in their projects: It raises the bar a little bit. From what I saw last year, the students are really, unbelievably motivated to win this.

Students will benefit from experiences that broaden their self-understanding and self-confidence. *Learning 4 lives* provides unlimited opportunities for this to occur. Without commitment to programs of this type, Christian institutes in general, and Seventh-day Adventist institutes in particular will find it increasingly difficult to demonstrate their 'special character', and to fulfill the reason for their existence. Experiential education through service, enterprise, exploration and expedition is one method through which the students in our care may become "...thinkers and not mere reflectors..." of others' thoughts (White, 1903, p.17).

Conclusion:

There is a lot of difference between the information we get from books and what we learn by seeing. It is clear that to be successful and meaningful, better provision needs to be made for learning through experience in the world outside the classroom. The study contributes to an understanding of the changing nature of the student experience beyond formal classroom contexts. Theoretical knowledge is not enough for making a good professional career. With an aim to go beyond academic. Out of class activities have been considered as a unique way to improve student's outcomes. Some empirical studies have been conducted to examine the effectiveness of out of class involvement in promoting students' development. The faculty and advisors should encourage students to be actively involved in both formal and informal learning. In the research we have identified 'n' no. of factors plays a very important role in learning beyond the classroom walls but have focused on main five factors which are Online learning, Exchange programmes, Field Trips, Internship programmes, Industrial visit & short term practical exposure. It is examined that beyond the classroom activities during the college affects students' academic achievement, career Success, increase creativity, personality development, future success and competitive workforce. Thus learning outside the classroom builds bridges between theory and reality, schools and communities, young people and their futures.

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