Correlation between Experiential Learning and Optimism among College students

دراسة حول العلاقة بين التعلم بالممارسة و التفاؤل بين طلاب الجامعة

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Abstract

The purpose of this study is to investigate if there is a relationship between experiential learning and optimism among college students. The field of study is one of the female federal colleges in the United Arab Emirates. The sample size is 162 students which can be considered numerically meaningful for correlational study. The literature supports the study through the theories and other studies. A mixed method approach was used in this study centred on questionnaire and interviews to reach final conclusions and resulting recommendation. The mixed method approach gives a much more holistic view of the many issues directly related to the experiential learning and optimism and its impact on college students. The collected data and analysis provided by the researcher present clear evidence of the compared two principals. The findings proved that students involvement in the experiential learning process has a positive, lasting impact on student emotions particularly the level of optimism.

Keywords: Experiential Learning, Optimism, Attrition

ملخص الدراسة

الغرض من هذه الدراسة هو التحقيق فيما إذا كانت هناك علاقة بين التعلم بالممارسة والتفاؤل (التفكير الإيجابي) بين طلبة الجامعات . أما ميدان هذه الدراسة فهي احدى كليات الرائدة للطالبات في دولة الإمارات العربية المتحدة. حجم العينة 162 طالبة من مختلف التخصصات. النظريات و دراسات أخرى تدعم هذا البحث.

قد تم استخدام منهج متعدد الأساليب في جمع البيانات اللازمة و تم الاعتماد على الاستبيان و المقابلات المنظمة مع طالبات الكلية للتوصل إلى الاستنتاجات البحث و بعض التوصيات. طريقة المنهج المختلط يعطي نظرة أكثر شمولية بالدراسة حول التعلم بالممارسة و التفاؤل بين الطالبات.

أكدت نتائج البحث على أن هناك علاقة و أثر ايجابي بين التعلم بالممارسة و التفاؤل بين الطالبات الكلية.

الكلمات الرئيسية: التعلم بالممارسة و التفاؤل و سياسة السحب من الجامعة

Dedication

This dissertation is dedicated to my mother, who has always been unwavering advocates for the progression of my learning and always support and guide me. To my sisters (Khadija, Naema, Aaesha and Amal) who encourage me to complete my research. I would like to thank my brother Ahmed, as without his help and love I would not have made it this far.

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Chapter 1: Introduction

The development of the country is dependent on its Education system. The truth is that education pilots a country's future and the education with psychology pilots the students and college's future.

1.1 Overview

The establishment of the federation, United Arab Emirates is one of the country's focuses in its people education when the first university was established in Al Ain and has progressed with efforts of ensuring high literacy rates, modern programs and women's share in education. The rapid progress of the education is highly affecting the community especially the individuals as His Highness Sheikh Khalifa Bin Zayed Al Nahyan said: **"**Educating the individual is this country's most valuable investment. It represents the foundation for progress and development**".** Since 1988 the Higher Colleges of Technology become one of the largest educational institutions in the United Arab Emirates having well respected reputation for innovation learning and providing training courses and professional development. Higher Colleges of Technology offer programs which are suitable for the students to learn renew and practice for example the work placement, field trips, workshops and practicum program for some of majors.

Every generation has its own demands and the current generation is different from before and believe and engage in what they do and practice it in real life. Hence the mishmash of the psychology in the education enhances the student's knowledge and changed the idea of teaching students and educates them. The emotions of students are very important and colleges have been affecting student's educational life positively. The study will examine the relationship between the experiential learning and the level of optimism among students.

1.2 Statement of the problem

Learning is more about "the act or experience of one that learns; knowledge of skill acquired by instruction or study; modification of a behavioural tendency by experience." (**Webster's Dictionary**) so the relationship between Experiential Learning and the level

of optimism could help to reduce the number of withdrawing students from the college and may lead to better student's experiences. The student and the college will be affecting from the dropout issue that the student could not complete the higher education and the vision of emiritization will fell down and the college will face the problem of reputation. The end of the result will be colleges producing robots instead of humans full of positive thinking and emotions. The boundaries of the problem are far away even after graduating or under graduating the student does not the education they need because it all about the cognitive skills where the importance of experiential learning is the leading the best education scheme so the colleges should provide the best curriculum in there programs. That is why our graduate students have to take more time to get the jobs because of lack of experience.

Moreover, the lack of experiential learning in the curriculum of the college programs is lead to a decreasing in the level of optimism among students which creates and increases the problem of dropout from college. This issue occurs in the classrooms and can be fixed there. It is important to fix the problem to have experiential learning in every program in the college to gain the best citizens in the country.

1.3 Background of the research

Higher Education in the UAE offers the best colleges and universities for a better future for students. The great effort and the collapse between the education and the study of psychology make the student's development and improvement in learning better than before. Higher Colleges of Technology is one of the best colleges in the United Arab Emirates where the students have an abundance of choices in selecting the campus programs and these different programs in the college are technically proposed and apply ways in their modules. The HCTs focus on the student's ability to apply knowledge in practical real world. The Higher Colleges of Technology emphasizes the experiential learning in their courses and classrooms in which students are involved in an activity and is well known model in education. The experiential learning is an opportunity of doing something and it is different from a classroom type instructional learning session and experiential learning enhances students to face the reality, a vivid example is a mother telling her child not to put his finger in the candle flame, this is an instructional message. The child invariably puts his finger in and in getting burnt realizes, through experience, that his behaviour generated a burnt finger and its associated with pain. If our students do not practice what they learn, they will get the reality shock. According to Kolb (1984)

defines the experiential learning as “the process whereby knowledge is created through transformation of experience. Knowledge results from the combination of grasping and transforming experience”. In another word the learner constructs knowledge, skill and value directly from an experience within the environment.

The Higher Colleges of Technology refers to learning that occurs through intentional and planned activities outside the traditional classroom for instance the student completes a period of four to eight weeks of Work Placement as a mandatory part of their program, field trips, workshops especially in Engineering program and the practicum program, the students practice the skills they have learned at their college in actual classroom every semester during three or four weeks and this program exists out in the Education program. This hands-on approach to learning gives students the teaching skills they need to excel in their future careers. The learner take initiative, make decisions and be accountable for the results as personal and self-constructed and leading for future experience and learning. Also shared knowledge emerges from the interaction and open dynamic discussion, mutual problem solving (Marlow & MacLain, 2011). Additionally, Lave and Wenger (1991) stated that individuals learn as they participate by interacting with a community, its history, assumptions and cultural values, rules and patterns of relationship; the tool at hand, including objects, technology, language and images; the moment’s activity, its purpose, norms and the practical challenges.

Consequently, few months ago The Higher Colleges of Technology launched a new project called Learning by Doing (LBD) initiative which is an approach to education where students acquire essential knowledge and skills through active, self-reflective engagement with the world inside the classroom and beyond which is implemented of system wide and start in this academic year. H.E. Nahayan Mabarak Al Nahayan, the previous Chancellor states that: ‘HCT’s future plans and programs will stress more than ever before the practical, applied nature of our institution. Those programs will be highlighted our traditional approach to educating our students, that is, 'Learning by Doing'’ (HCT newsletter).

However, student success also depends on their emotions towards the college and study which play a vital role in student’s development. The concept of Optimism is a member of the large family of emotional intelligence which will be in details in the literature review; optimism concerns people’s expectations for the future. The word is originally derived

from the Latin *optimum*, meaning "best." Being optimistic, in the typical sense of the word, means one expects the best possible outcome from any given situation. This is usually referred to in psychology as dispositional optimism. There is a common idiom about a glass with water at the halfway point, where the optimist sees the glass as half full, but the pessimist sees the glass as half empty. So Optimism is a positive thinking and defines as a relatively stable, generalized expectation that good outcomes will occur across important life domains (Scheier & Carver, 1985) and according to Noam Chomsky (1995) stated that "Optimism is a strategy for making a better future. Because unless you believe that the future can be better, you are unlikely to step up and take responsibility for making it so."

Optimism can be hope, confidence, positive thinking, think outside the box and adjustment, it is a belief system with three major components: first, the belief in your own power to make your life and your future better; second, the belief that negative events in your life are not permanent, personal or pervasive; and third, the belief that positive events in your life are permanent, personal and pervasive.

This study is a correlational study between the experiential learning and the level of optimism among the college students and how this relationship solves the problems of the withdrawing students the colleges.

1.4 The Research Questions

This research will answer the questions below:

- Is there significant relationship between the experiential learning (practicum program, workshops, field trips) and the optimism level among the college students.
- Is there a significant decrease in withdrawal from the college after the increase of their optimism?

1.5The Significance of the Research

This research will identify the correlation between the experiential learning in the college and the level of optimism among students and produce knowledge that can be applied outside a research setting. This connection will support the colleges to reduce the withdrawal rates. The aim of this research is to forms the foundation of program

development and policies in the colleges. It also solves the existing problems in the colleges which is the student dropout the programs.
The objectives of this study is to change the curriculum of programs and have assessment on experiential learning that the individuals enhance their skills and the finding of the relationship will help the colleges and the community to work together for the sake of students future.

1.6The Organization of the Research

The rest of paper is structured as follow. Chapter two contains a review of related literature. In chapter three presents the present study which discusses the methodology, research design, ethical issues, and gaining issues and data collections. Chapter four introduces the findings and discussion. The paper concludes in chapter five.

Chapter 2 : Literature review

Education is the wealth of the country's development, it is a combination of the theories and facts which need to find the engines to start the education revolution. Universities and colleges have a great effect on student's educational journey where it supports the discovery the lifelong dream, let the students think maturely about life and enhance the skills and knowledge.

Moreover, faculty is a unique position to make special contribution to students to reach the level of understanding. That's why teaching and learning process help colleges to have best outcomes in term of the quality of the graduates not quantity, identify important gaps in teaching and aims to help colleges to review and develop policies to make the teaching profession.

This research emphasis on the student's needs on development skills and knowledge rich especially in the college programs where the student seek to build their prior knowledge and prepare for the career. Therefore this study will examine the link between the experiential learning and optimism among college students.

2.1 Experiential Learning in Education:

Many years ago, father take his son with him to learn fishing or farming and mother take her daughter to the kitchen to learn cooking. Both of them believe that learning by doing will improve the skills in the field. Therefore, Higher education is a passport for the student better career life where different programs in the universities and colleges offer modules to increase the students learning skills to absorb (read, hear, feel), do actively and interact (socialize). Graduates have dreamed to have proper job, however even the student transcript is in distinction, the authority will ask for the experience certificates.

Volunteerism, internship, community service, collaboration in classroom and practicum are all under the umbrella called experiential learning (EL). Experiential learning is a part of learning process which has a long history rooted and have many theories and studies done to confirm the importance of experiential learning in any age of student educational path especially in the college life. Experiential Learning exists when a personally responsible participant cognitively, affectively and

behaviorally process knowledge, skills and attitudes in a learning situation characterized by a high level of active involvement (Gentry 1990).
Experientially based learning is within the student centered learning which is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively (Collins & O'Brien, 2003). Experiential education is concerned with learning from first person experience. Hence this type transfers the traditional learning which is concerned about knowledge delivery to the student centered learning. Miller and Bound summarize the nature of experiential learning thus:

- Experience is the foundation of, and stimulus for learning.
- Learning actively constructs own experience.
- Learning is holistic.
- Learning is socially and culturally constructed.
- Learning is influenced by the socio-economic context within which it occurs. (in Jarvis et al 2003, p. 56)

Right now colleges have to think seriously about the ways student get experience while he\she studying, there are some majors have practical education as workshops, field trips, booth exhibits, labs and practical program (outdoor learning). Learning through experience is not a new concept for the college classroom.
Centuries ago from now a great philosopher and thinker emphasize the important of doing, the Japanese Confucius (551- 479 BC) stated that "tell me, I will forget. Show me, I may remember. Involve me and I will understand". Students can understand knowledge if they participate in the process of teaching and it creates opportunity for student to engage and to apply academic understanding through hands on experience. College students often say "involve me" because they get bored from lectures and presentations and always want to know the purpose of some modules in the college. Experiential learning is a combination of academic content (course), community experience (service), student, teacher and learning (reflection).

The most renowned advocate of the experiential learning was Jhon Dewey (1983), he highlights "the relationship between experience and education and stresses that there

is to be a *having* which is the contact the events of life and a *knowing* which is interpretation of the events" (Beaudin & Quick 1995). For example if the teacher taught the class about the theory, the students can revised it and get full marks in the exams but they will not understand the theory if they do not apply in the real world. There the student will understand and be able to evaluate the theory and can combine and test the different theories in different situation. Also student can reflect their observation.

Kolbs (1984) indicates that there should be a link between the classroom and the future work for which the classroom is supposedly preparing the learners. There is a need to "translate abstract ideas of academia into the concrete practical realities of these people lives" (p.6). The Education program in the College X indicate the link between the classroom and future career as all students graduates as teachers, thus, the program offer every semester module called practicum program where the student practice their learning and applying in the real life classroom for three weeks in every semester. This program empowers the experience that allows student to capitalize their practical strengths while testing the application of ideas discussed in the classroom. The goals of practicum program is to prepare with up-to-date knowledge of educational theory, HCT Education students practice the skills they have learned at their college in actual classroom MAG School and English private schools situations and other learning environments throughout the programs.

This hands-on approach to learning gives students the teaching skills they need to excel in their future careers. Moreover, Zeichner (1996) has clarified that the practicum is an important opportunity for growth and learning, rather than for demonstrating things already learned and practicum is educative if it helps teacher candidates to understand the full scope of a teacher's role to develop the capacity to learn from future experience and to accomplish the central purpose of teaching , helping all pupils to learn (in Schulz, 2005).

Education program have a practicum program in every semester. However, for all majors in the last semester the students went to the work placements. This is an opportunity to learn new skills and reinforce the knowledge the student already possess. For many students, a work placement represents the first real opportunity to deal with issues that go hand in hand with holding down a job. At a very basic level,

this may include being punctual and always arriving for work suitably presented (Fanthome 2004)

Essentially, the practicum program or work placement are the best example of the Blooms taxonomy (1964) six stages: *Remember*, the student retrieve relevant knowledge from long term memory, *Understand*, the examples and construct meaning, *Apply*, carry out or use a procedure in a given situation (the experiential learning), *Analyze*, the student break materials into constituent parts and determine how parts relate to another, *Evaluate*, make judgments based on criteria and standards and *Create*, the student in the end of practicum put elements together to form a coherent or functional whole and recognize elements into a new pattern or structure (Anderson et al. 2001). Consequently, all learning is re-learning. Learning is best facilitated by a process that draws out the students' beliefs and ideas about a topic so that they can be examined, tested and integrated with new, more refined ideas (Kolb & Kolb 2009).

The purpose of experiential learning is to give the chance to the students to interact with peers or groups or with the real world. According to Dewey the " true education comes through stimulation of the child's powers by the demands of the social situations in which he finds himself", he believed that children learn best when they interact with other people, working both alone and cooperatively with peers and adult (Mooney, 2000).

Vygostky stressed the importance of the social interaction in which an individual participates and development is fostered by collaboration in Zone of Proximal Development and not strictly age related (Pritchard, 2009). The social interaction is very important not only for college students but also for all different ages. Through social interactions, student begin to establish a sense of "self" and to learn what others expect of them and learn appropriate social behaviours, such as sharing, cooperating, and respecting the property of others. In addition, while interacting with their peers, young children learn communication, cognitive, and motor skills.

In the college the students sometimes has to be in labs, for example engineering students in the College X has labs to practice their knowledge with peers or groups and get to experience, a hands-on approach to learning to combines theory with

practice and focuses on the demands of the modern workplace. Graduates will be competent in their chosen technical specialization, and in communications and information technology, critical thinking and problem solving, self-management and teamwork. Meggitt (2006) summarizes that "Bruner observes that the process of constructing knowledge of the world is not done in isolation but rather than within a social context. The child is a social being and through social life acquires a framework for interpreting experience".

Kolbs presents the experiential learning model as shown in the figure 1, consisting of four stages or process the student went through. One may begin at any stage, but must follow each other in the sequence:

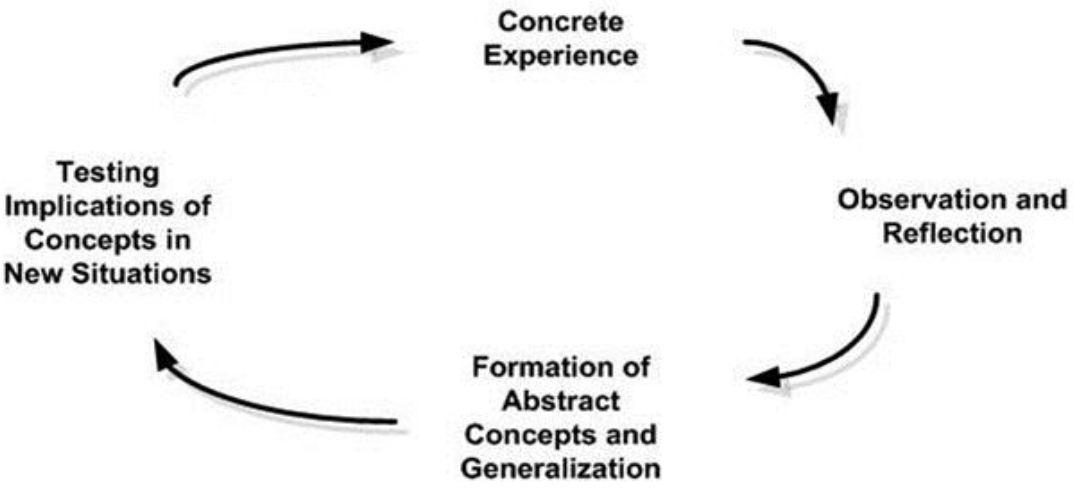

Figure 1: Kolb's experiential learning cycle (Kolb 1984)

- Concrete experience: learning by intuition with an emphasis on personal experience, belonging and feeling. The instructional activities that support this aspect include small group discussions, simulation and drama techniques, and the use of videos, films, examples and stories.

- Reflective observation: learning by perception, focuses on understanding the ideas and situations by careful observation. The learner is concerned with how things happen by attempting to see them from different perspectives and relying on one's thoughts, feelings and judgment. The instructional techniques

include personal journals, reflective essays, observation reports, thought questions and discussions.

- Abstract conceptualization: learning by rigorous thinking, using a systematic approach to structure and frame the phenomena. Emphasis is placed on the definition and classification of abstract ideas and concepts, aiming at precise conceptual categories. The instructional techniques include theory construction, lecturing and building models and analogies.

- Active experimentation: learning by action, emphasizes practical applications in real work life contexts. The learner attempts to influence people and change situations as necessary, taking risks in order to get things done. The instructional techniques include fieldwork, various projects, laboratory work, games, dramatizations and simulations. (Kohonen 2007)

The experiential learning model according to Smith (2001) states that:
The learning process often begins with a person carrying out a particular action and then seeing the effect of the action in this situation. Following this, the second step is to understand effects in the particular instance so that if the same action was taken in the same circumstances it would be possible to anticipate what would follow from the action. In this pattern the third step would be to understand the general principle (or conceptual framework) under which the particular instance falls. (p. 4)

Experiential Learning Theory (ELT) has steadily gained acceptance and popularity in education and serves as an invaluable resource for teaching and learning (Robert et al 2010). The success of experiential learning is possible if the teacher assumes the role of a facilitator which guided by a number of steps noted by (Wurdinger & Carlson, 2010, p. 13).

1. Be willing to accept a less teacher-centric role in the classroom.
2. Approach the learning experience in a positive, non-dominating way.
3. Identify an experience in which students will find interest and be personally committed.

4. Explain the purpose of the experiential learning situation to the students.
5. Share your feelings and thoughts with your students and let them know that you are learning from the experience too.
6. Tie the course learning objectives to course activities and direct experiences so students know what they are supposed to do.
7. Provide relevant and meaningful resources to help students succeed.
8. Allow students to experiment and discover solutions on their own.
9. Find a sense of balance between the academic and nurturing aspects of teaching.
10. Clarify students‟ and instructor roles.

Therefore, the teacher is facilitator, controller, organizer, assessor, prompter, participant, resource, tutor and observer (Harmer 2001). The teacher can engage the students in the different activities and take them to the field trips to learn and understand more about the concept. In the outdoor learning, the student has to be prepared for the reality and the colleges have to make connection between the curriculum and the real world and learned the adjustment.

2.2 Emotional intelligent and student achievement

Since 1990s the Emotional Intelligence has been the most favourite subject matter which related to the health and education. It is one of the aspects where the researchers have been attracted and got great interest in the field of education system as well as in student's performance and improvement. Student's performance in the Universities and Colleges has great deal with the educators who try to find out the mechanism of getting high degree and complete the college. Until recently, psychology has focused on the dark side of human life. Psychopathological behaviour, negative emotions emanating from stress, and coping with stress and negative emotions have been studied extensively, whereas adaptive behaviour, positive emotions, and proactive coping did not receive that much attention (Pekrun et al 2002). Positive thinking increase life satisfaction, increase health and increase potential performance which is important for the student in the college.

Jhon Mayor and Peter Salovey are the first who coined the word Emotional Intelligence. They defined the emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action" (Salvoy & Mayor 1990).

This definition shows that emotions can be used to guide logical thinking and goal-oriented actions and can actually enhance rationality. Later these authors revised their definition, the current characterization now being most widely accepted. Emotional Intelligence is thus defined as "the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth" (Mayer & Salovey 1997)

According to Golman (1998) "Emotional Intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships."
There are three competing models of the emotional intelligent as shown in the table 1 below (Mayer et al 2000):

Emotional intelligence model	Mayer - Salovey Model	Bar – On Model	Golman Model
Major areas of skills	• Perception and expression of emotion • Assimilating emotion in thought • Understanding analyzing emotion • Reflective regulation of emotion	• Intrapersonal skills • Interpersonal skills • Adaptability scales • Stress management • General mood	• knowing one's emotions • Managing emotions • Motivating oneself • Recognizing emotions in others • Handling relationships.

Table 1: Emotional Intelligence Models (Mayer et al 2000)

This study will focus on the Bar on model which is mixed intelligence and consisting of cognitive ability and personality aspects. This model measured by using Emotion Quotient Inventory (EQ-i). one component of Bar-on model is the general mood. This realm of emotional intelligence concerns your outlook on life, your ability to enjoy yourself and others and your overall feelings of contentment or dissatisfaction. This research is about a sub-component of the General Mood which is optimism. In the modern life optimism has become a desirable characteristic and an important component of human functioning (Peterson 2006). There is quote from Alphonse Karr that "some people are always grumbling that roses have thorns. I am thankful that thorns have roses" (in Buggy 2008).

This is how the people are looking at bright side of life and this is what is called optimistic person and if the person think negatively called pessimistic person.

Optimism concerns people's expectations for the future, and defined as the ability to look at the brighter side of life and to maintain appositive attitude even in the face of adversity. Optimism assumes a measure of hope in one's approach to life. It is positive approach to daily living. Optimism is the opposite of pessimism, which is a common symptom of depression (Stein & Book 2000)

Furthermore, Optimism is a strategy for making a better future. Because unless you believe that the future can be better you are unlikely to step up and take responsibility for making it so. If you assume there is no hope, you guarantee there will be no hope. If you assume there is an instinct for freedom, there are opportunities to change things, there's a chance you may contribute to making a better world. The choice is yours (Naom Chomsky 1995). The college student needs to be optimistic in their educational journey because it leads to a better performance and adjustment in the college and in the real life.

The different types of optimism according to the researchers consider today as dispositional optimism is a global expectation that more good things than bad will happen in the future (Scheier & Carver 1985). The unrealistic optimism (Weinstein 1989) describes the objective mismatch between the expectations of dispositional optimism and actuarial evidence about probability of life events occurring. Another type of optimism as attribution style, it is style of reasoning about cause and optimism attributes good events with permanence. Comparative optimism (Radcliffe and Klein 2002) introduces relativity of expectation of good outcomes for the self-compared with a similar other. Situational optimism refers to the general expectations of a good outcome in a specific context. Strategic optimism (Ruthig et al 2007) is a domain specific denial of risk based on a belief in having control and many more different types of optimism.

Optimism or positive thinking is all about the hope, confidence, adjustment, self-esteem, efficacy and strength. Academic optimism is more related to the school and college environment. Academic optimism also comes from positive psychology. Academic optimism is defined as follow in (McGuigan 2005):

Academic optimism is a construct that arose out of quantitative studies that identified three related school characteristics that had strong associations with academic achievement. Collective teacher efficacy, academic emphasis, and trust have each been linked to academic achievement, and in each instance the association was so strong that it overcame the effects of socioeconomic status

The three dimensions of academic optimism which are functionally dependent on each other are collective efficacy, faculty trust in parents and students, and academic emphasis. Hoy and his colleagues (2006) have determined that academic optimism includes cognitive, affective and behavioural dimensions. These researchers conclude that collective efficacy reflects the thoughts and beliefs of the group; faculty trust adds an affective dimension, and academic emphasis captures the behavioural enactment of efficacy and trust. All the academic optimism dimensions are very important for student achievements. Academic emphasis is descriptive of the normative and behavioural environment of the school at both the classroom and school level (McGuigan & Hoy 2006). For example, the school sets high standards for performance; students respect others who get good grades. Students seek extra work so they can get good grades and academic achievement is recognized and acknowledged by the college.

The second aspect of the academic optimism is collective efficacy which is an expansion of self-efficacy to the group level. Self-efficacy is "refer to beliefs in one's capabilities to organize and execute the courses of actions required to produce given attainments" (Bandura 1997). Bandura understands of the human agency theory focuses on the choices humans make. The theory holds that individuals do not go through life in isolation but work together to produce desired results. For instance, cooperative learning in the classroom help student to take right decisions. The faculty's ability to trust parents and students is the important third part of the academic optimism construct. Trust in the classroom elicits a mutual respect and feeling of support between both the teacher and his or her students; outside of the classroom it promotes a mutual trust among teachers and parents. Thus, faculty trust defined as the group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, and honest and open (Hoy & Tschannen - Moran 2003).

Machferson and Carter (2009) claim that teacher's beliefs and positive emotions, especially optimism, must be evident. In an optimistic classroom, teachers focus on creating learning opportunities for the students as well as fostering positive interactions. So the optimism can be learned in the classroom and optimistic explanatory style has a huge potential to impact education. According to Seligman (1991), optimism is resilient and therefore achieves more at school, work, and home and on the playing field. He describes three critical dimensions of explanatory style: first, permanence can be described as optimistic people believe bad events to be more temporary than permanent and bounce back quickly from failure. Second, pervasiveness optimistic people also allow good events to brighten every area of their lives rather than just the particular area in which the event occurred. Finally, personalization optimists person blame bad events on causes outside of themselves and generally more confident and quickly internalize positive events while pessimists externalize them. Emotional Intelligence especially optimism has been learned in the classroom through teachers and in the college environment through workshops by the college counsellor.

2.3 Student attrition

Attrition continues to be a major issue in Higher Education. Students Dropout College affects a personnel level to students, faculty and staff, and a college level. Hovdhaugen (2011) notes that the impact when students drop out of their courses amounts to a loss not only for the university concerned, but also for the individual and society. Specifically, there are negative implications for these students' self-esteem and efficacy.

Tinto (1975) defined student attrition as "a longitudinal process of interactions between the individual and the academic and social systems of the college during which person's experience in those systems… continually modify his goals and institutional commitments in ways which lead to persistence and or to varying forms of dropout". There are two comprehensive theoretical frameworks that might explain why students leave a course. One of these theories is Tinto's *Student Integration Model*, in which persistence is hypothesized to be related to how well the individual's motivation and academic ability match the institution's academic and social characteristics. This match shapes a person's commitment to completing college and commitment to the institution. The second theory, Bean's *Model of Student Departure*, predicts persistence based on behavioural intention. These behavioural intentions are shaped by beliefs

and attitudes. Student's experiences within the institution, but also factors external to the institution, can affect beliefs, attitudes, and decisions (Pedro & Scott 2004).

There are many factors and reasons for student dropout of the program. The combination of two models present the student reasons for dropping out and they are: academic matters are inadequate preparation to meet academic demands of the college course work or disinterest in boredom with the content of course of method delivery. Financial difficulties are a rare reason in the Higher Colleges of Technology because of financial aid support for the student. Another factor is motivational problems which related to the low commitment to the college in general and to the program specifically and perceive irrelevance of the college experience and. Personal considerations or psychological roots which related to the social factors and emotional issues. Other reasons to withdraw are the dissatisfaction with the college, full time jobs and the lack of practical and non-academic experience.

The withdraw form went into process, that the student first meet the counsellor to identify the psychological problems and then the program chair to identify the academic problems. This may help the stakeholder to find the solution to continue their education.

There are strategies to reduce student departure and increase the retention in the college. Cunningham (2007) highlights the importance of successful strategies leading to improved retention rates being systemically entrenched in the architecture of an institution and the importance of an appropriate institutional ethos, the provision of physical resources for mentoring, induction, training and support for new staff who will be part of the mentoring team, providing clarity and consistency in student expectations, and evaluating the impact of mentoring.

Does the experiential learning, optimism and student attrition are related together and affect the student development? This study will find out the correlation.

Chapter 3 The present study:

This chapter aims to produce assurance that applicable procedures were followed and conduct the correlation study between experiential learning and optimism among college students. The chapter organized around four major headings, the primary section is describes the methodology, this study used mixed methods quantitative and qualitative for the clarity. The second section explained the research design especially the procedures taken to carry out the research. The third section handles the tools used to collect the data. The fourth section is regarding the participants profile, the context and ethical issue and procedures.

3.1 Methodology

This study will find out the correlation between experiential learning and optimism level among the college students. The mixed research method is selected in this study to combine the objective and subjective in the analysis. This research will use the most popular mixed methods designs in educational study the quantitative (questionnaire) and qualitative (interview). A mixed method is defined as 'collecting, analysing and mixing both quantitative and qualitative research and methods in single study to understand the research problem' (Creswell 2008). Both the numerical and text data collected sequentially or concurrently, can help better understand the research problem and objects. As it seems to give the researcher a fuller picture and a greater insight into the investigated area (Silverman, 2005). That means the researcher have a superior evidence for the results and it is easy to implement for a single research, as it sequentially proceeds from one stage to another. However, the mixed methods design requires lengthy time to complete.

In quantitative research, the researcher collects the numerical data, according to Aliaga and Gunderson (2000), defined the quantitative research is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)' in (Muijs, 2011). This study uses the questionnaire as the quantitative data through closed – ended questions and Likert scale scheme. Through this approach the researcher finds out the number of respondents with or against the phenomenon and their responses regarding the likert scale. The research is intent of generalizing from a sample to a population (Babbie, 1990).

Alternatively, qualitative research explores attitudes, behaviour and experience through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants (Dawson, 2009). Interview is conducted in this research by open – ended questions using the structured approach. There are positive rapport between the researcher and the participants by using very simple, efficient and practical way of getting data. Through structured questions the respondents are able to talk about something in details and depth. Also the complex questions can be discussed and clarified. In addition, Patton (1980,1999) states:

> Qualitative data consist of detailed descriptions of situations, events, people, interaction, and observed behaviors; direct quotations from people about their experiences, attitudes, beliefs, and thoughts; and excerpts or entire passages from documents, correspondence, records, and case histories.

Moreover, both quantitative and qualitative approaches give a portion of reality and on combination, the results ensuing is often a more accurate understanding of human reality (Carter, 2001). In addition, both of approaches provided the researcher the reliable data and full understanding of the phenomena. According to Creswell (2003) clarifies that mixed methods is used to expand an understanding from one method to another to coverage or confirm findings from different data sources.

Bell (1999) points out that the data must be assessed critically to determine its reliability and validity, these two instruments are very important in the research for decreasing errors that might arise from measurement problems in the research study. Validity and reliability were considered while conducting this study.

Joppe (2000) defines reliability as: '…The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable' in (Golafshani, 2003). The reliability in this research was established by ensuring the questions in the questionnaire and interview instruments are clear and unambiguous to all participants, using panel of experts to verify and approve the survey and

administrating the questionnaire in consistent manner to all participants. Reliability pertains to scores not people.

Validity refers to the degree to which a study accurately reflects or assesses the specific concept or construct that the researcher is attempting to measure (Thorndike, 1997). Validity in this research was recognized by asking experts if the questions are equally representative of the areas being tested and relevant to the subject and well-designed that why the dissertation supervisor approved to the data instruments, checking the procedures for records data to fit the hypothesis and using an instrument that contains an accepted scale of measurement. It is also generalized the findings to the target population.

3.2 Research Design

This section aims to develop the set of methods and procedures which help to test the research hypothesis with high degree of confidence (Beiger and Gail, 1996). This research can be classified as Correlation research which attempts to discover or establish the existence of a relationship/ interdependence between two or more aspects of a situation. There are two types of correlations bivariate (between to variable) and partial (looks at the relationship between two variables controlling the effect of one or more variables), Pearson's and Spearman's rho are example of bivariate correlation coefficients (Field, 2009). The study will find out the relationship between the experiential learning and optimism level in the college students. This study has been designed to use the Spearman's Rh*o*: nonparametric test of correlation and a 2-tailed significant test for analysis. This method is commonly used to measure the relationship of two variables in SPSS program. According to Greene & D'Oliviera (2006) correlations are measured in terms if coefficients, which indicate the size of a correlation between two variables. The interpretation of the correlation coefficient "R" will be used to satisfy the assumptions.

People often confuse correlation with causation. Simply because one event follows another, or two factors co-vary, does not mean that one causes the other. The link between two events may be coincidental rather than causal. As the experiential learning and the optimism can be effect by the third factor which is the withdraw rates in the colleges as in this research. The study design consist one location the female college one of the finest, federal and applied college in the United Arab Emirates.

3.3 Methods of Data Collection

As mentioned earlier, two main tools were used to collect the data for this research, questionnaire as quantitative technique and interviews as qualitative one. Below are more details of two instruments and the study procedures.

- Questionnaire

Questionnaire is a very valuable research tool, it eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured (Sharp, 2009). The aim of conducting these tools as it has a high response rates which is very important for this research. Additionally, this tool has been designed to collect appropriate and accurate data to analyse.

A questionnaire was devised to examine the female student's attitude and perceptions toward the experiential learning and optimism (see Appendix A) the questionnaire questions. Close ended questions and a rating scales where used in this questionnaire to gather responses answers. The closed ended questions are easier to answer, requires less physical and mental efforts because participants answering need only check or tick the boxes (Peterson, 2000). This type of questions is easy to code and analysis for the researcher as it has fixed answers. Closes – ended questions used choice with single answer as the type of questions. The questionnaire is filled out by the participants and cannot be observed.

As well as the likert scale is used in this questionnaire, according to Kothari (2004) is relatively easy to construct, is more reliable, can easily be used in respondent centered and widely used for its relative reliability and flexibility. The scales ranged from 'strongly agree', 'agree', 'neutral', 'disagree' and 'strongly disagree'. Fourteen statements are included to figure out the participant's views and thought about each statement.

The questionnaire use simple language with clear instruction, and avoid ambiguous wording and jargons which is suitable for College level. Clarity and user-friendliness are important factors that attract the reader to complete the survey. All the questions and the likert statements are kept short and simple and avoiding negative questions. The investigator start the questionnaire with easy to answer questions and keep the complex questions for the end and provide all possible responses in the closed questions.

The questionnaire structure divides into two main parts; the first part is about the demographic information which includes three close ended questions, the researcher will know the participants age category, material status and major enrolled in the college. The second part includes five close ended questions which are about the practical learning and optimism and other fourteen Likert scale statements which focus on student's perceptions about the experiential learning and optimism strategies and factors. The five point Likert scale, rating from 'Strongly Agree' to 'Strongly Disagree' find out the responses attitude towards the statement and score with meaning.

From each college departments the researcher went to the selected classes to distribute the questionnaire. Face to face questionnaire was adopted (personal delivery) and that by entering the selected classes, this basic methods of delivering questionnaire personally can help the respondents to overcome difficulties with the questions and the researcher can use personal persuasion and reminders to ensure high response rate (Walliman & Buckler, 2008), a brief orientation was distributed before the questionnaire to students regarding the aim of the investigation an objectives of the study before the questionnaire were distributed. The participants in this questionnaire are highly appreciated as this study is for education goals.

The questionnaire was paper based and the researcher informed the students that their responses will not affect their academic records as it is voluntary and anonymous. Twenty five students were selected from different six programs, and they are Foundation, Education, Applied Communication (Media), Business, Engineering and Information Technology (IT). Within fifteen minutes and three days the questionnaire was completed because the researcher was in the classroom to help the students for the understanding and to collect the data in the spots, so no problems was faced in the collecting data. The time and geographic location (classroom) was excellent, comfortable and suitable for researcher, teacher and the students. The researcher used the SPSS (Statistical Package for the Social Sciences) program to analyze and to correlate between different variables. The researcher began to code the questions and the responses answer, for the example as show in the table below:

Questions	coding
1 – How old are you? □ 17 – 20 □ 21 – 23 □ 24 – 26 □ 27 and above	Q1 1 2 3 4

Table 2: Example of questionnaire coding

And the coding for the likert scale is a degree of agreement and disagreement as following:

Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Table 3: Likert scale coding

- Interviews

The interview questions were expressed to explore the student perception of experiential learning and optimism (see Appendix B) for the interview questions. Bell (2005, p. 157) suggests that "the interview can yield rich material and can often put flesh on the bones of questionnaire responses". It can be a powerful tool that allows the researcher to obtain a deeper understanding of the research area, as Robson explains "The interview is a flexible and adaptable way of finding things out" (Robson: 2002, p272). Interviews were useful to collect various types of data on the student that could not otherwise be obtained through observations and documents. The researcher conduct the interview because of its adaptability and the response of an interview can be developed and clarified. The study used the structured questions to explore the interviews as According to Gillham, (2000) structured interviews are standardized and flexible, which makes every interview unique even if it covers the same ground. They allow a discussion of the main themes, at the same time unexpected issues may be continued and further discussed.

Pilot interviews where undertaken with twelve students and were selected for the interview from different programs and obtained the informed consent (see Appendix C), in this form the student knows their rights and they are free to sign the form and choose the alphabetical letter in the name printed in the study for example Student A or Student B and so on, to keep the identities unrevealed and anonymous for the

reader. The interview questions used a simple, clear and understandable language. The interview conducted in this research because of better understanding of the individual's perceptions of the experiential learning and how it affects their emotions and personality.

The researcher use the interview for any ambiguities of questions or answers can be easily sorted out. The researcher sends emails to the program chairs to choose two students from their program. Then the researcher set the timing and the location which is free from distraction to the selected students for the interview process (meeting room or conference room), the researcher handle the whole interview, Davis (2007) remarks that in the small sample enquiries the researcher must be able to engage with the interviewees in a setting that is reasonably comfortable and familiar to the participants, free from disturbance and conductive to a conversation in which they feel free to talk. The researcher will not focus on what is being said, but rather, how it is being said because from the behavior of the students the investigator can justify the research. All the participants choose the convenient time to do the interview especially in their breaks time.

At the beginning of the interview the researcher introduce personal introduction and a brief orientation about the aim and objective of the research with appreciation to the participant and the time expected to finish. Interviewees were provided with one information sheet that gave more details about the research and showed the participants' rights of unrevealing their identities and the unjustified withdrawal from research at any time in case they needed to. The researcher has explained the consent form for the participants and gets signed with the recommendation of the printed name in the study. Interview questions have been given to the interviewees in advance because it would have given the interviewees more relaxation and made them provide more focused answers. Wallace (1998) suggests that giving the interviewees prior knowledge of the questions to be asked reduces their stress to its minimum and makes the interviewees ready with more complete and useful answers. In the interview the researcher is not allowed to tape the conversation as it is a part of approval condition of the research review committee for the study and for the student's anonymity. Respondents will have an opportunity to review and, if necessary, correct the contents of the interview after it has been transcribed. The researcher choose the suitable dates to interview because of the beginning of November the student will get ready for the midterm exams which is not suitable for both the interviewer and the interviewees.

The researcher transcript the interviews which is the transference of spoken language with its particular set of rules to the written word with a different set of rules (Kvale, 1996)

Furthermore, the table below (4) shows participants profile according to the participants name, the program enrolled and how many semester they are spend in the college. For the anonymity the students has given the label name.

Participants	Major	Classified the No. of semester spend in the college
Student A	Foundation	1st SEM, LEVEL 4
Student B	Foundation	1st SEM, LEVEL 4
Student C	Engineering	3rd SEM
Student D	Engineering	3rd SEM
Student E	Education	4th SEM
Student F	Education	4th SEM
Student G	Business	4th SEM
Student H	Business	5TH SEM
Student I	Information Technology	2nd SEM
Student J	Information Technology	2nd SEM
Student K	Applied Communication	7th SEM
Student L	Applied Communication	7th SEM

Table 4: Profile of interviewee in this study.

3.4 Context:

This study takes place in Higher Colleges of Technology one of the federal colleges in the United Arab Eimirates, especifically in the College X. The place was chosen because of the researcher workplace, so the researcher can directly and easily liaise with the participants and the committee of ethical procedures and access during the time convenient for both participants.

The context where this study was implemented is particularly interesting

Because of the College X logo ‘learning by doing’ is related to the researcher study which emphasized the importance of the experiential learning and how it affect to the students attitudes towards the learning indoors and outdoors the college with the interest to complete the graduation and prepared for the future career. The research shows the importance of implementing ‘learning by doing’ within the classroom context

3.5 Participants and sampling:

The participants in this study were female students of the College X, and all of the participants are United Arab Emirates nationals. There are two groups identified in this study. First group is composed of 150 students 25 student from each program. Second group consisted of 12 students for the interviews as well from different programs, the details shown in the table (5) below:

College X Programs	Questionnaires	Interviews
Foundation	25	2
Education	25	2
Engineering	25	2
Information technology	25	2
Applied communication	25	2
Business	25	2
Total	150	12
	162	

Table 5: Participant's sample in the research

The total sample of the participants in this study was one hundred and sixty two students and they are volunteer's participants. The volunteering in the research is very importance because the participant is relaxed and gives appropriate answers without rushing; it helps also to be honest in the questionnaire and interviews and exchange the trust of information provided in the research.

The researcher use a simple random sample as the approval from the program chair, the researcher went to the selected classes to distribute the questionnaires face to face because of easy to access and collect the questionnaire. The researcher assures that all the participants know the reasons of the investigation with brief orientation.

In order to select students for interviews, the stratified sampling type has been adopted. This type of sampling is considered a mini – reproduction of population (Sommer, 2006). The students divided as their different majors for the research sake.

There are no known risks for the participants as the researcher obtained the consent form to all participants and declare their rights and no cost for the participants as the researcher clear the idea of voluntary. Confidentiality provision has been made for collecting, utilizing, and storing data that protects the safety and privacy of students, data confidentiality, and anonymity. Data collected or obtained must has been

reported in the aggregate and the anonymity of any person related to data must be maintained.

3.6 Ethical Issues

The analysis is conducted in a very honest and credible manner. Ethical issues will be addressed at each phase in this study and conduct the research with respect and concern for the dignity and welfare of informants. The ethic in the research is extremely important because the researcher follows all the procedures to enter and collect information from the research site. Ethics in the research defined as the duties and responsibilities of the individuals with broader systems of moral principles and rules of conduct (Denscombe, 2002). The privacy and anonymity will respect the individual's rights and it clearly stated to all participants therefore, the anonymity of the participants will be protected by numerically coding each returned questionnaire and keeping the responses confidential. All the responses data will use for the educational purpose only.

The study was conducted between September and October 2013. Female students involved in the survey where the anonymity and confidentiality are assured to the students. In the interviews the student are free to write their name in the consent form or to sign it with anonymity as the researcher will print the name as Student A (name printed in the study) it is available in (appendix D) for the interviewees signatures . It is clearly stated verbally and in the consent form to all participants to withdraw from the research at any time without fear of reprisals or not being coerced into participation. So, the consent form will state that the participants are guaranteed certain rights, agree to be involved in the study and acknowledge their rights are protected.

The researcher worked at Federal College X during the time frame of this investigation. The permission to conduct the research in this college was approved by the Central Services the Research Review Committee (RRC) of the Higher Colleges of Technology (see Appendix E, Ethical approval letter) and the researcher sends a written request to the college director to seek approval allowing disclosing the required information.

Also the permission letter from the British University in Dubai was sent to the College Director to complete the procedures of the committee (see Appendix F). The

verbal and written (via email) approved received from the college director to collect the data (questionnaire and interview) as it takes time for the letter of approval. Through questionnaire and interview the researcher explain to the respondents the purpose of the study, so the individuals understand the nature and the goal of the research. The questionnaire data and the interview transcript will be kept in locked cabinets in the researcher's house and destroyed after a reasonable period of time maximum two years. The College in this study is anonymous and confidential for the ethical considerations.

The next chapter will display the findings of the investigation (questionnaire and interview) with the data analysis and discussion based on those findings.

Chapter 4 : Findings and Discussion

As mentioned previously, this study investigates the relationship between experiential learning and optimism among the college level students. In this chapter, findings and discussion of findings will be presented in parallel with each other. This chapter is divided into three parts. The first part is about the quantitative findings gained from the responses to questionnaire questions are presented according to what might answer the research questions. The descriptive of the findings will present through tables and graphs to illustrate and provision of more information. The second part of this chapter handles the qualitative findings yielded by the responses to the open ended questions. The final part is about the summary of the two findings and the research questions answer.

4.1 The Questionnaire Quantitative Results

Total participants in this questionnaire (n = 150) included only female students. The questionnaire (Appendix A) was made up of eight closed ended questions and fourteen likert statements to help the researcher to collect and correlate between different variables by using statistic program SPSS.

In the first three questions the participants were asked to report their age category, marital status and the program they are enrolled in the College X because it will figure out the student's responses with different programs attitudes. Table No.6 shows the age status of the 150 respondents. The age distribution of respondents showed that the majority of the respondents are between 17-20 years old representing (56.7%), second of age respondent's majority between 21-23 which representing (37.3%) and 6% represent under the 24 – 26 of the total respondents. Table No.7 shows the marital status, Majority of the respondents are single with 87.3% (131 respondents), and married respondents 12% (18 respondents)

How old are you?		Frequency	Percent
Valid	17 - 20	85	56.7
	21 - 23	56	37.3
	24 - 26	9	6.0
	Total	150	100.0

Table 6: the distribution of age category

What is your martial status?		Frequency	Percent
Valid	Single	131	87.3
	Married	18	12.0
	Divorced	1	.7
	Total	150	100.0

Table 7: the distribution of martial status

The table (8) reveals the parallel result of the programs as 16.5% (25 respondents) are present all the six programs which help to correlate with other questions and statements.

What is your major?		Frequency	Percent
Valid	Foundation	25	16.7
	Education	25	16.7
	Engineering	25	16.7
	Business	25	16.7
	Media	25	16.7
	Information Technology	25	16.7
	Total	150	100.0

Table 8: shows the distribution of College programs

In the figure below (2) the bar chart illustrates information about the students responses on question 4 (do you prefer practical or instructional learning) with the different programs. Overall 90.7% of the participants prefer learning in a practical way rather than instructional way which is 9.3% of the responses. That means that the students are moving from teacher cantered (traditional) to student cantered (applying and learning) as in the literature review chapter.

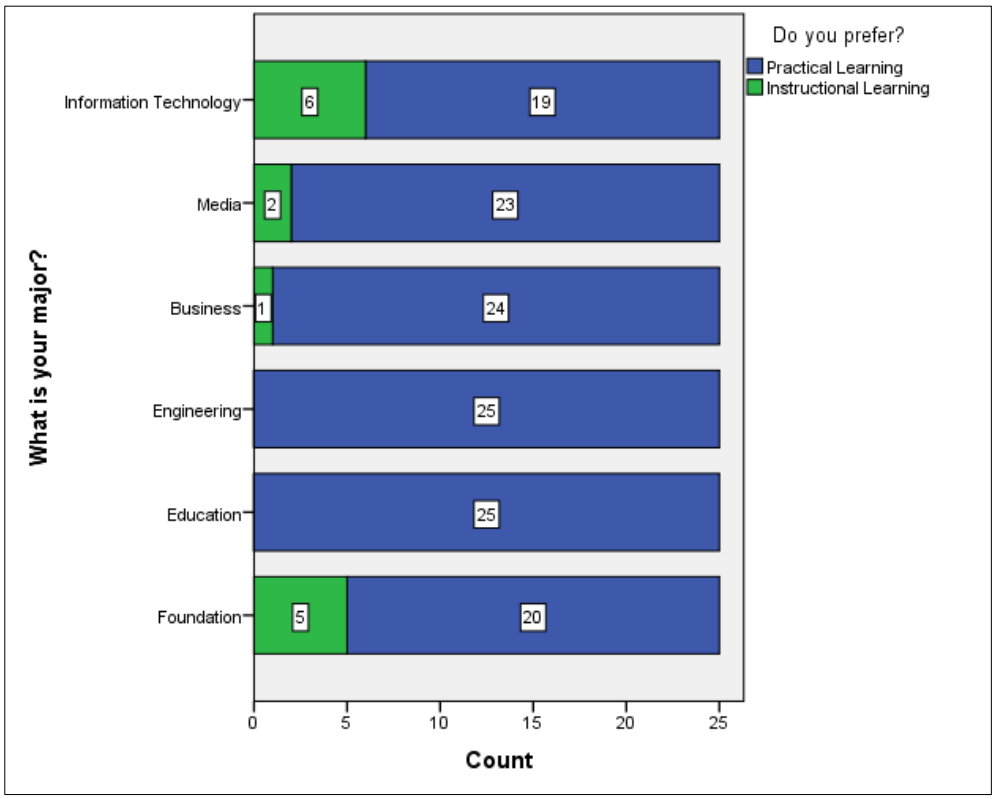

Figure 2 : shows the distribution of Q4

The table below (9) demonstrates the optimism test question from different responses programs. The majority of students thinks that the glass is half full around 65% represent (98 responses) it represent the optimism level of the students which are good number. However the 34.7% of the student choose the half empty around 52 students. Both answers are right because the glass is half water and half air so the glass is full. Every one decides his own feeling or in the logic way answer.

The Optimism Test

		What is your major?						Total
		Foundation	Education	Engineering	Business	Media	Information Technology	
The glass is	Half Full	15	21	18	13	12	19	98
	Half Empty	10	4	7	12	13	6	52
Total		25	25	25	25	25	25	150

Table 9: shows the frequencies of Q6

The figure (3) and table (10) below illustrates the participant's opinions about the most delicate program applying the experiential learning in and out of the classroom. There was frequencies difference in the responses as the majority vote for the education which represents 52% around 79. So the ascending values as following (Education 52%, Media 22%, Engineering 18%, Business 4.7% and finally Information Technology 2.7%).

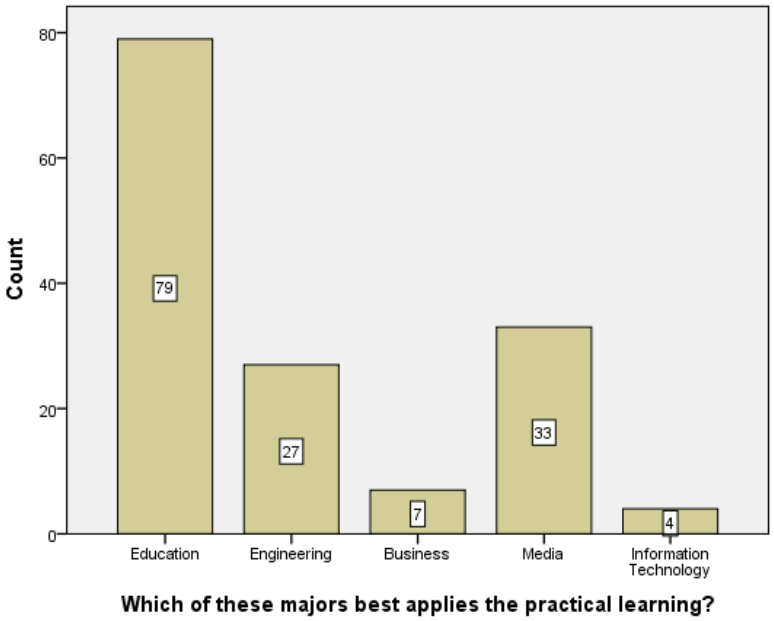

Figure 3: shows the bar chart of Q8

		Frequency	Percent
Valid	Education	79	52.7
	Engineering	27	18.0
	Business	7	4.7
	Media	33	22.0
	Information Technology	4	2.7
	Total	150	100.0

Table 10: shows the frequencies of Q8

Table (11) summarizes the results of the likert scale questions from statement 1 up to statement 14. It is includes the arithmetic mean and the standard deviation for each statement

result. It is clear the arithmetic mean of the first statement was (4.45) with standard deviation of (.630) which means that the majority of the participants motivated by courses contain hands on applications of theories in real life situation. The percentage of those who answered strongly agree reached to (50.7%) of the sample and the percentage of those who agree reached to (44.7%) while 3.3% of the participants opposed to be involved in the decision process.

Table (11) Data Analysis of students' responses in likert statemets N=150

Statements Responses	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard Diviation
1. I am motivated by courses that contain hands on applications of theories in real life situations.	50.7%	44.7 %	3.3%	1.3%	0%	4.45	.630
2. I can always manage to solve difficult problems if I try hard enough	21.3%	67.3 %	10%	1.3%	0%	4.09	.601
3. Field trips help me to raise my confidence level in particular subjects	58.7%	32%	4%	5.3%	0%	4.44	.807
4. In group work I enhance my communication skills	36.7%	56.7 %	4.7%	2%	0%	4.28	.646
5. I learn the course content best when it connects to real life situations.	52%	47.3 %	0.7%	0%	0%	4.51	.515
6. The things I learn in the college are applicable to my life outside the college.	34%	65.3 %	0.7%	0%	0%	4.33	.487
7. It is easy for me to understand subjects if I work in groups.	32%	58.7 %	6.7%	2%	0.7%	4.19	.702
8. Practical learning helps me to engage with my classmates and teachers.	40%	58%	2%	0%	0%	4.38	.527
9. Experiential Learning promotes critical thinking	25.3%	71.3	2.7%	0.7%	0%	4.21	.513
10. I actively ask questions and participate in discussions in classroom learning.	22.7%	63.3 %	11.3	2.7%	0%	4.06	.668
11. I feel comfortable and able to communicate when presenting my own work in class.	27.3%	65.3 %	3.3%	2%	2%	4.14	.742
12. I think that I am very persistent in my studies.	26%	70%	4%	0%	0%	4.22	.503
13. Critical thinking requires lots of specialized knowledge.	21.3%	74.7 %	2.7%	0%	1.3%	4.15	.584
14. My fellow's students say that they understand my presentation.	26%	70%	3.3%	0%	0%	4.23	494

In the statement 2 the majority of the students strongly agree and agree (21.3% and 67.3%) represent 133 participants. This is a type of statement to discover the student self-efficacy to cope and manage the problems; from the result the student optimistic level is high that's why the student completes their graduation in the College X. However 10% of students choose the neutral option either the student is confuse between agree or disagree or the students don't face the problems.

The majority of students strongly agree (58.7%) that the field trip raises the confidence level (statement 3). A field trip is a part of experiential learning and an educational tool. It helps the teacher to reinforce the lectures and engage students. Most of them agree that how the knowledge actually applied in the real life situation. However, 5.3% of student disagree this statement because of the field trips is used only for entertainment not the educational purpose. Below is the table (12) shows different programs and their responses on this statement.

Field trips help me to raise my confidence level in particular subjects. * What is your major? Crosstabulation

Count

		What is your major?						Total
		Foundation	Education	Engineering	Business	Media	Information Technology	
Field trips help me to raise my confidence level in particular subjects.	Disagree	0	0	1	4	2	1	8
	Neutral	0	2	0	1	1	2	6
	Agree	12	9	10	2	5	10	48
	Strongly Agree	13	14	14	18	17	12	88
Total		25	25	25	25	25	25	150

Table 12: shows the frequencies of statement 3

Statements 4 and 7 linked together and have a correlation between these two variables, see the table (13) below. The relationship between variables was investigated by using Spearman Correlation to describe the strength and direction of these two variables. The study findings revealed that there is a positive moderate relationship with the group working and understanding the subject well (Rho = .395, p = .000 and N = 150). Therefore it can be concluded that there is a significant

relationship between these variables. Group working is a part of experiential learning and when the student enhances her communication skills by asking questions it helps to understand the subject well in the group project and the understand the lesson which raise her confidence level. Furthermore, the experiential learning can affect the student performance and hope to understand. That why the participant responses is high in both statements.

Correlations

			In group work I enhance my communication skills.	It is easy for me to understand subjects if I work in groups.
Spearman's rho	In group work I enhance my communication skills.	Correlation Coefficient	1.000	.395**
		Sig. (2-tailed)	.	.000
		N	150	150
	It is easy for me to understand subjects if I work in groups.	Correlation Coefficient	.395**	1.000
		Sig. (2-tailed)	.000	.
		N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Table 13: shows the correlational coefficient of variables (ST4 and ST7)

Another correlation has been tested between the statements 5 with the statement 8. The table below (14) shows the relationship between two variables. This relationship between two variables was investigated by using Spearman's rho, there is a positive relationship between these variable but the strength is small Rho = .235, N = 150 and $p < .004$. Even the Rho = .235 is very small correlation but it can reach statistical significance. The more courses connect to the real life the more engagement of the student is with classroom and with the teacher (the socialization). According to the responses of the statement 5 the majority of student strongly agrees 52% and agrees 47.3% and there are 0% of the responses in strongly disagree and disagree. The same positive result for the statements 8 which represent the 40% and 58% for the strongly agree and agree. These positive results and correlation stands for the relationship between practical learning and optimism.

Correlations

			I learn the course content best when it connects to real life situations.	Practical learning helps me to engage with my classmates and teachers.
Spearman's rho	I learn the course content best when it connects to real life situations.	Correlation Coefficient	1.000	.235**
		Sig. (2-tailed)	.	.004
		N	150	150
	Practical learning helps me to engage with my classmates and teachers.	Correlation Coefficient	.235**	1.000
		Sig. (2-tailed)	.004	.
		N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Table 14: shows the correlational coefficient of variables (ST5 and ST8)

The College X will be proud of the positive results of the statements 6 (The things I learn in the college are applicable to my life outside the college.) see the figure below (4). The mean of this statement was (4.33) with standard deviation of (.487) which means that the majority of the participants thinks that the college and the programs are applicable to the real life. The percentage of those who answered strongly agree reached to (34%) of the sample and the percentage of those who agree reached to (65.3%) while .7% of the participants opposed to be involved in the decision process. From this we conclude that the students are satisfied with the college programs and manage the practical and social learning process. The college is well balanced between academic and life skills that the mission of the college is accomplished. The linguistic ability to function effectively in an international environment, the technical skills to operate in an increasingly complex technological world, the intellectual capacity to adapt to constant change, and the leadership potential to make the fullest possible contribution to the development of the community for the good of all its people. For example, the students learn the limits and degree of determination, time precious and challenge and gain the opportunities and many more. Through this statement it contains the experiential learning and optimism in one sentence.

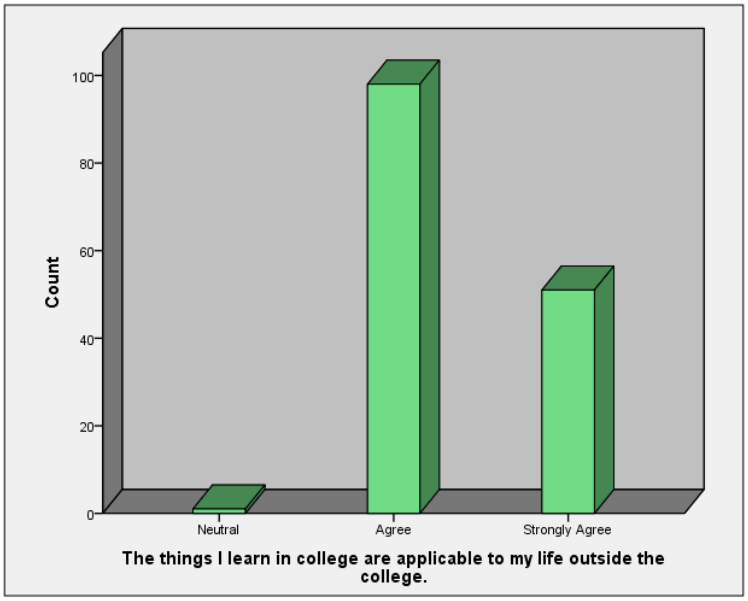

Figure 4: shows the distributions of statement 6

Another positive relationship has been found between statement 10 and 11. The table below (15) clarifies the link between two variables. There is a significant positive relationship between the student actively participate in the classroom learning and feeling comfortable to present the work in a class (Rho = .390, N = 150, p < .05).

Correlations

			I actively ask questions and participate in discussions in classroom learning.	I feel comfortable and able to communicate when presenting my own work in class.
Spearman's rho	I actively ask questions and participate in discussions in classroom learning.	Correlation Coefficient	1.000	.390**
		Sig. (2-tailed)	.	.000
		N	150	150
	I feel comfortable and able to communicate when presenting my own work in class.	Correlation Coefficient	.390**	1.000
		Sig. (2-tailed)	.000	.
		N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Table 15: shows the correlational coefficient of variables (ST10 and ST11)

This table emphasize when the student ask and participate in discussion which is part of experiential learning, she feels comfortable and out of fear to present in front of the whole class that mean the student self-confidence increase so this result confirmed this relationship. Therefore, the students are more comfortable with the classroom strategy.

Both the statements 9 and statements 13 are connected to each other as shown in figure (5). Where the students are strongly agree and agree (25.3% and 71.3%) for the statement 9 (Experiential Learning promotes critical thinking) and also strongly agree and agree (21.3% and 74.7%) for the statement 13 (Critical thinking requires lots of specialized knowledge.). It is clear that the student think critically if they are involved in experiential learning with different activities. Critical thinking is the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

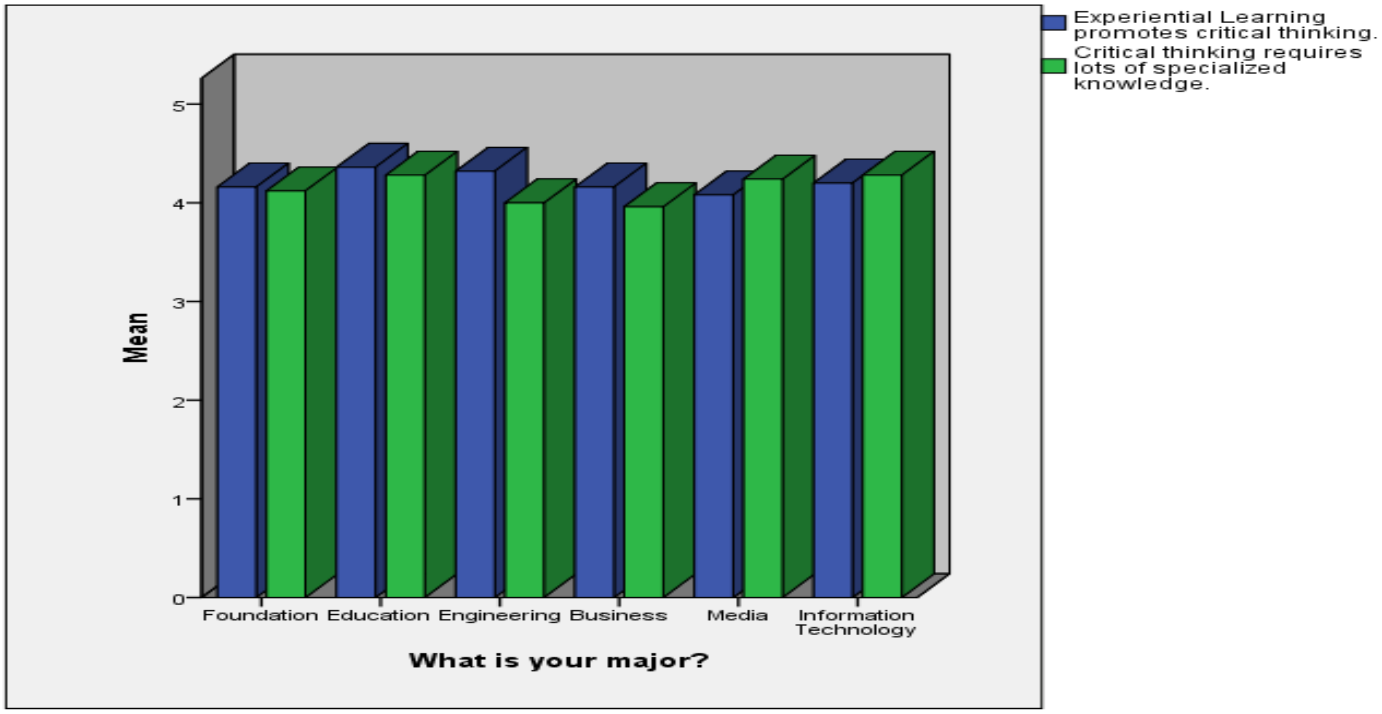

Figure 5: shows the distributions of statement 9 and 13

Statement 12 shows that the majority of the students are strongly agree 26% represent (39 respondent) and agree 70% which represent (105 responses) and arithmetic mean 4.22 and SD = .503 as shown in the table below (16). Being persistence is a skill that can help the students to reach a goal and lack of persistence is about giving up too soon, so it is one of the most common reasons for failure in any endeavour. The students are positively act for the statement that the majority challenging to achieve goals, face the failure and learn from it and being persistence when refusing or requesting something. This statement refer to the students optimism level that the student will complete their graduation even they face the failure which increase their confidence level and self-esteem.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I think that I am very persistent in my studies.	150	3	5	4.22	.503
Valid N (listwise)	150				

Table 16: shows the descriptive statistic of statement 12

The last statement 14 is also having positive responses from the college students. It is clear the arithmetic mean of this statement was (4.23) with standard deviation of (.494) which means that the majority of the participants understand the student presentation in the classroom. This leads to the importance of interaction between the classmates. The percentage of those who answered strongly agree reached to (26%) of the sample and the percentage of those who agree reached to (70%) while 3.3% of the participants opposed to be involved in the decision process. As shown in the table (17) below.

Item	SA	A	N	D	SD	Mean	STD
My fellows students say that they understand my presentation.	26%	70%	3.3%	0%	0%	4.23	494

Table 17: shows the overall responses of the statement 14

When the fellow students reached the level of understanding by their classmate that connect to the student plan, prepare, and practice the presentation and then present in front of all. From this statement we can recognize the positive attitude toward the classmates, the way to

explain complex notions clearly and concisely. Also the student reach the level of confidence to present the theme and use different ways (use language, body language) to make it better. Most of the responses reach this level to teach others so the optimism level is high.

The table below (18) shows the output for spearman correlation on the variables ST1 and ST12. The correlation between two variables is (Rho = .233) and the significant value of this coefficient (.004) and finally the sample size (150). There is positive small relationship between two variables but it may reach statistical significance (Pallant, 2010). The responses of these two variables is positive results as in statement 1 the students are strongly agree and agree (50.7% and 44.7%) which represent 143 responses and the statement 12 also the student level of persistence is high around 144 Reponses for strongly agree (26%) and agree (70%). The student are highly motivated with the hands on application of theories in real life situation, so they will get good marks in the course and achieve the academic result so the student will be more persistence in their studies and have a desire to finish college. So this connection will help the college from attrition. In order to enhance retention and student success, colleges are challenged with understanding the process and dynamics of educational attainment and this happen when students are motivated with the courses. In conclusion the experiential learning can effect on student optimism which lead to college retention.

Correlations

			I am motivated by courses that contain hands on applications of theories in real life situations.	I think that I am very persistent in my studies.
Spearman's rho	I am motivated by courses that contain hands on applications of theories in real life situations.	Correlation Coefficient	1.000	.295**
		Sig. (2-tailed)	.	.000
		N	150	150
	I think that I am very persistent in my studies.	Correlation Coefficient	.295**	1.000
		Sig. (2-tailed)	.000	.
		N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Table 18: shows the correlational coefficient of variables (ST 1 and ST 12)

4.2 Interview qualitative feedback

The aim of this section is to analyse and report the findings of the qualitative data collected from the interviews conducted with twelve students from six different programs, two from one program (see appendix B) for the interview questions. The student's responses of the interview are transcript as shown in the Appendix (G).

In the first three questions 1, 2 and 3 the researcher asked about the program enrolled with time spend in the college and the modules student takes in one semester. The table (19) below shows that the interviewee educational profile in different time spending in the College X shows the student attitude toward the programs and more experience of the college life. The majority of the student take six modules in one semester, however Media student take five modules and foundation two modules.

Table (19) the interviewee Educational Profile

STUDENTS	PROGRAM	SEMESTER	MODULES
student A	Foundation	1	2
student B	Foundation	1	2
student C	Engineering	3	6
student D	Engineering	3	6
student E	Education	4	6
student F	Education	4	6
student G	Business	4	6
student H	Business	5	6
student I	Information Technology	2	6
student J	Information Technology	2	6
student K	Applied Communication	7	5
student L	Applied Communication	7	5

Question 4: Does your program have any type of experiential learning?

When asked these questions the entire student begins to think but the education student immediately answered that they have practicum program each semester and in the classes they have mini lesson plan. Other student according to their answers they have collaborative studies, labs and workshops.

Questions 5, 6 and 7 indicate the student need of practical learning in the college life. Most of them agreed that when practical learning include in the lesson, they easily understand, reflect, share ideas and elaborate the concept of learning. These questions explain how the students are satisfied with the practical learning in and out of the classroom.

Question 8, 9 and 13 is direct to the student activities (experiential learning) in the classroom and how they prefer to involve in the activity. The entire student was positive about experiential learning in the classroom because it is a challenging task for individual and creativity and engagements for group wok.

Question 10 finds out that all students agree that the college experience prepare for them future career. From freshman to graduation the courses prepare the student engage in the real life and avoid the reality shock. Education student are prepared for their profession by the practicum program each semester, as they adopt the new knowledge and apply it in the real classroom with different student learning style and then reflect the situation.

Question 11, 12, 14, 15 and 16 is all to gather focus on student optimism level after the experiential learning in the classroom or outdoor activities. The twelve interviewee declare that any type of experiential learning develop their skills into academic level, confidence to share and elaborate thinking, management and leadership, interacting and raise the self-esteem. The answers change their personality from hesitating to present in front of other to stand by and be good presenter and no fear to the upcoming project. These changes help the student to complete the studies until the graduation and their optimism is high.

Very interesting answers found in question 17 (Do you prefer to be evaluated about your study through exams or experience? Why?) That the students are choosing the experiences rather than exams to be evaluated for the course content because of applying and reflection of the learning and exams don't measure the level of understanding. Exams stimulates students' objective to get good marks and experience examine the level of understanding the knowledge. Any type of experiential learning is fun for student and get out from routine traditional classes and they can reflect and demonstrate their understanding level through the experience.

Finally the question 18 is about remembering the concept through practical learning. All the student strongly agree this concept and give examples of their own experiences, they used

different words for experiential learning as hands on, apply, reflection, encouragement and group competition and this pilot us the importance of the experiential learning in students life. Project based learning helps a student to understand the why, where and how of a subject in a very practical and fun filled way that will make the student remember the subject forever.

4.3 Summary of the results

According to the results gained from the research quantitative and qualitative data, it was found that the majority of students prefer their college programs to use different type of experiential learning in or out the classroom and prefer to correlate the entire aspects of the subject in just one project. Most of the students are believed that the practical learning motivates them and stimulate their interest and enjoyment. The practical learning also encompasses anything that helps someone master a skill or ability. Also the student believes that practical learning (the ability to **do** something) is just as important as academic learning (knowledge about something). All the students generalized that there is great satisfaction in being able to accomplish project or teaching lesson plan or circuits in the labs because it develop a practical skill and the results right away. It also helps to improve the abilities and express the creativity.

The experiential learning has a great deal and effectiveness with the student optimism level. The majority of student changed their personality, increase the self-esteem, self-efficacy, confidence and prepared well for the future not only career but also in life skills. Most of the student began to believe in their selves and have faith in their abilities so there is a remarkable change in their behaviours and mental habits which lead to the power of positive thinking; this is why the student began to challenge and faces the failure.

From the result we conclude that there is a relationship between experiential learning and optimism among college student and this positive relationship play a vital role of student's retention and desire to complete the higher education regardless of the other factors.

Chapter 5: Conclusion and Recommendation

5.1 Conclusion

The aim of this research was to analyse the relationship between experiential learning and optimism among college student and the second purpose is to find out the effectiveness of the positive relationship to the student retention. A questionnaire and interviews were used to find out students' attitudes toward the importance of experiential learning in student educational and emotional life. The research sample have a medium number of students who volunteer because of the attractive research title, the sample consisted of one hundred sixty two students from different college programs. The student divided into two categories, first, one hundred fifty for the survey and second, twelve students for the interviews. Although it was originally paper based questionnaire completed manually only and consent form of the interviewee release to sign for the ethical restraints. The findings of both qualitative and quantitative emphasize the importance of experiential learning in student's college life and how it plays a vital role in student's optimism level. Therefore, this positive relation has a great impact on college retention policy.

The research result proved that there are significant and direct relationships between experiential learning and optimism level of college students and plays a part of student retention plan. The findings of the research indicated that majority of students prefer practical learning in their courses. They enjoy learning by doing and engage more in the classroom so the combination between enjoy and engage can get in experiential learning process. Experiential learning, especially used at the beginning of a person's new phase of learning, can help to provide a positive emotional platform which will respond positively and confidently to future learning, even for areas of learning which initially would have been considered uncomfortable or unnecessary. The practical learning enhances student academic and life skills. The impact of experiential learning on optimism level is positive, for example a team or group works lead to a social interactions, student begin to establish a sense of "self" and to learn what others expect of them and learn appropriate social behaviors, such as sharing, cooperating, and respecting the property and ideas of others. It is shows that practical leaning in or out the classroom provides many benefits in term of fun,

enjoyment, personal development, motivation and increase students' performance in particular subject. The researcher finds that experiential learning is a good practical test of understanding is being able to explain to someone else, or being able to adapt and to use the concepts that had been learned in the real life, this exactly what the researcher found in the questionnaires and interviews. Another finding is that in group bases project the students promotes the critical thinking and share other ideas by asking and participating in a discussion. The results correspondingly prove that experiential learning develop students as individuals and implicitly enables learning methods to fit each person's own preferred learning styles and natural preferences, because learners are encouraged and helped to learn and develop in their own ways, using methods which they find most comfortable and therefore enjoyable.

The College X where the research was conducted reach the goals of education purpose that the college courses is applicable to the real life situation that in every single course provides and prepares students to the future career and life skills. Through the experiential learning most of students change their personality and increase their level of optimism. The students are able to cope successfully with adversity and believe that negative events are temporary, limited in scope and manageable even in the poor grade in exams or project. Furthermore, the results found that optimistic student should be expected to assume that they are capable of handling the challenges of higher education and play a role in the selection of coping system and even in character building. The results show that the ranking of the programs begins with the highest optimism level as descending order: Education, Information Technology, Engineering, Foundation, Business and Media. The research confirms that students learn most effectively from active engagement with information and ideas. Students learn better when they take the initiative to apply concepts to practice, to solve real problems, to make decisions, and to reflect on the consequences.
In the interview feedback the researcher examine the student attitude toward the questions related to the experiential learning and optimism, the interviewee body language was very positive and relaxing which lead to the importance of the study to the student's college life.

The research questions and the results of the methods are linked together in a positive way. Therefore, there is significant relationship between experiential learning and

optimism level among college students and these positive relations help to decrease number of withdrawing from the college.

In conclusion the students have one voice "involve me" as the philosopher Confucius (551- 479 BC) stated. Education is not only something to keep in a box, but also to explore, to examine, to practice, to apply, to reflect, to involve, to engage, to innovate, to analyze, to develop personality, to gain leadership, to develop future career, to interact with teacher and classmate to be a critical thinker and to take ownership of lifelong learning.

5.2 Recommendation

Based on the research and outcome of the study, that the importance of experiential learning in student performance and it impact on college student's optimism level and the way these factors encourage the students to complete the College. Hence, this study may offer important contributions to the educators, students, curriculum designers, researchers and also those who are in charge in the Higher Education.

The study results counsel the following:

- To value the hands on application and spread the philosophy behind the experiential learning.
- To provide the materials needed for the different programs that the entire student get chance to experience the knowledge.
- To conduct more research about aspects related to experiential learning and optimism and how the experiential learning factors increase the students' academic performance.
- To replace the instructional learning into practical learning by using different approaches within the college courses.
- To improve and connect the experiential learning with the new technology, particular with IPADs. IPADs should be used in sake of students engagement not for entertainment,
- To modify the curriculum for the sake of experiential learning. This study aware the curriculum designer the important of the activities.
- To adopt a multi-disciplinary evaluation in order to come up with the right placement for the student (exams or experience).
- To work and adopt real life situation and connected to the classroom by using documentary movies or field trips.

- To enhance group working with individuals evaluation and enhance the team work.
- To improve and build teacher – student interaction. Students in experiential learning activity are more active with the teacher which builds the trust between them and begin the knowledge exchange.
- To focus on student centered learning more than instructional learning.
- To use different approaches of the subjects, for example teaching reading the teacher can use Reader Theater, read aloud, share reading guide reading and dear time (Drop Everything And Read).
- To create learning with fun with educational games especially for foundation students because experiential learning adopt different learning styles and it suit to everyone.
- To encourage competition rewards and use positive reinforcement, this is what the business student suggests.
- To encourage the faculty to be a facilitator as facilitation is a complex and skilled process.
- To improve students positive motivation and engagement in the classroom.
- To reinforce of the workshops and mini workshops for academic and real life skills.
- To provide more equipment for the students experiments.
- To import classroom subject or course with the field trips.
- To take care of cultural acceptance to learn within the culture.
- To connect college activities and events with the course subject by observing and participating in the events and then write the reflection regard the experience.
- To examine the gender effects on practical learning and how it changes the personality because high level of optimism can affect positively for female students by improving the performance, however for male students it can be over confident.
- There should be one course per semester in which students chose a place outside college to practice what they have learned. It is the same as work experience but on semester biases. For example the practicum program for Education students.

- To integrate the job market in the college courses by inviting the community so that they can teach the students and show them real life work experience as it happen in work placement and practicum program but need to all major to participate.

5.3 Limitation

Like any other study, this research has some limitations. The researcher acknowledges that there were areas of limitations over the eight months of the study. First, for the ethical consideration the questionnaires redesigned according to the research committee. The approval from the committee was from an email only no letter of approval provided for the researcher. Second, the researcher avoids taping the interviewee voice in tape recorder as it is the condition of the approval so the note taking method was used in the interview. Finally, another limitation was to use SPSS program for analyzing questionnaire data, which is the first time using by the researcher this program. The researcher borrows books from the library and consults with colleagues and downloads the SPSS program in the laptop which causes time limitation. Furthermore, the meeting was arranged with faculty member to give brief orientation about the statistics SPSS program.

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Appendices

Appendix A : Questionnaire Sample

Appendix B: Interview Questions

Appendix C: Consent Form

Appendix D: Interviewees signed consent form

Appendix E: Approval Letter

Appendix F: Student and Buid permission letter

Appendix G: interviewees interview Transcript

Appendix A

The correlational study of Experiential Learning to level of optimism among college students

Dear Participants,

This questionnaire has been designed to gather information about your perceptions of Experiential Learning and Optimism level in college.

This questionnaire has been circulated manually students and will take approximately 10 minutes of your time to complete.

Your participation in this project is completely voluntary and you are free to decline the invitation to participate, without consequence, at any time prior to or at any point during the activity. Any information you provide will be kept confidential and used only for the purposes of this study and will not be used in any way to reveal your identity. All questionnaire responses, notes, and records will be kept in a secured environment.

Part 1: Demographic Information

1. How old are you?

- 17 – 20
- 21 -23
- 24 – 26
- 27 and above

2. What is your marital status?

- Single
- Married
- Divorced
- Other,……..

3. What is your major?

- Foundation
- Education
- Engineering
- Business
- Media
- Information Technology

Part 2: Your Perspective in Experiential Learning and optimism (looking at brighter side)

4. Do you prefer?

- Practical Learning
- Instructional Learning

5. I feel confident to do projects

- Alone
- In Groups

6. The glass is?

- Half Full
- Half Empty

7. In your major, you have

- Work placement in the final semester
- Practicum Program every semester
- Workshops or laborites
- Field trips
- None
- Other, specify…….

8. Which of these majors' best applies the practical learning?

- Foundation
- Education
- Engineering
- Business
- Media
- Information Technology

Please read the following statements carefully and tick the right box for each statement that best expresses the degree to which you agree or disagree with the statements:

Statements Responses	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I am motivated by courses that contain hands on applications of theories in real life situations.					
2. I can always manage to solve difficult problems if I try hard enough					
3. Field trips help me to raise my confidence level in particular subjects					
4. In group work I enhance my communication skills					
5. I learn the course content best when it connects to real life situations.					
6. The things I learn in college are applicable to my life outside the college.					
7. It is easy for me to understand subjects if I work in groups.					
8. Practical learning helps me to engage with my classmates and teachers.					
9. Experiential Learning promotes critical thinking					
10. I actively ask questions and participate in discussions in classroom learning.					
11. I feel comfortable and able to communicate when presenting my own work in class.					
12. I think that I am very persistent in my studies.					
13. I think that I am very persistent in my studies.					
14. My fellow's students say that they understand my presentation.					

Thank you for taking the time to complete this questionnaire – your participation is much appreciated.

☺ Thanks again for your participation ☺

Appendix B

Interview Questions

1) In which program are you enrolled? Why?
2) In which semester are you (first, second, third, etc)?
3) How many modules you have in the one semester?
4) Does your program have any type of experiential learning?
5) Are you interested in the subject of practical learning? Why?
6) What do you like about it?
7) How satisfied are you with the practical training in general?
8) How do you feel about the practical learning inside the classroom?
9) Did you prefer working independently or with groups on college project? Why?
10) How has your college experience prepared you for your career?
11) Did your experiential learning experience help to develop your skills and self-confidence?
12) Has the experiential learning change your personality? How?
13) What is your favorite classroom activity? Why?
14) Do you feel positive about the assignments and the projects you have to take? Why?
15) Does working with groups enhance your communication ability and critical thinking?
16) Does practical learning improve your self-esteem level ?
17) Do you prefer to be evaluated about your study through exams or experience? Why?
18) Can you remember what you learn through practical learning?

Appendix C

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.

2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by researcher. The interview will last approximately 30 minutes. Notes will be written during the interview. An audio tape will not make according to the committee conditions.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.

6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.

_____ _____

My Signature Date

_____ _____

My Printed Name in the Study Signature of the Investigator

Appendix D

الجامعة البريطانية في دبي
The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.
2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. Participation involves being interviewed by researcher. The interview will last approximately 30 minutes. Notes will be written during the interview. An audio tape will not make according to the committee conditions.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

[signature] 28/10/2013

My Signature — Date

Student A

My Printed Name in the Study — Signature of the Investigator

الجامعة البريطانية في دبي

The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.

2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by researcher. The interview will last approximately 30 minutes. Notes will be written during the interview. An audio tape will not make according to the committee conditions.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.

6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.

My Signature

30/10/2013
Date

Student B
My Printed Name in the Study

Signature of the Investigator

الجامعة البريطانية في دبي
The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.
2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. Participation involves being interviewed by researcher. The interview will last approximately 30 minutes. Notes will be written during the interview. An audio tape will not make according to the committee conditions.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

Heena
My Signature

28.10.2013
Date

Student C
My Printed Name in the Study

Signature of the Investigator

الجامعة البريطانية في دبي

The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.

2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by researcher. The interview will last approximately 30 minutes. Notes will be written during the interview. An audio tape will not make according to the committee conditions.

4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.

6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.

Fatema
My Signature

28.10.2013
Date

Student D
My Printed Name in the Study

Signature of the Investigator

الجامعة البريطانية في دبي
The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.
2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. Participation involves being interviewed by researcher. The interview will last approximately 30 minutes. Notes will be written during the interview. An audio tape will not make according to the committee conditions.
4. I understand that the researcher will not identify me by name in any reports using information obtained from this interview, and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

31-10-2013

My Signature

31st - October - 2013
Date

Student E [illegible] email;
My Printed Name in the Study

Signature of the Investigator

الجامعة البريطانية في دبي
The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.

2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

3. Participation involves being interviewed by researcher. The interview will last approximately 30 minutes. Notes will be written during the interview. An audio tape will not make according to the committee conditions.

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5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.

6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.

Hamda
My Signature

28th of october - 2013
Date

Student F
My Printed Name in the Study

Signature of the Investigator

الجامعة البريطانية في دبي
The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.
2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
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5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

Aseela
My Signature

28/ 10/2013.
Date

Student G
My Printed Name in the Study

Signature of the Investigator

الجامعة البريطانية في دبي
The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

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6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

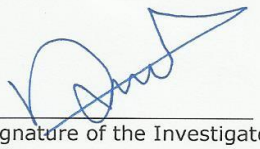
My Signature

28-10-2013

Date

Student H

My Printed Name in the Study



Signature of the Investigator

الجامعة البريطانية في دبي

The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

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5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

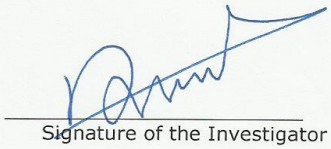
My Signature

27-10-2013

Date

Student I

My Printed Name in the Study



Signature of the Investigator

الجامعة البريطانية في دبي

The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

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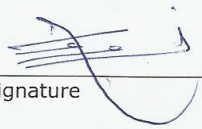
5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.

6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

7. I have been given a copy of this consent form.



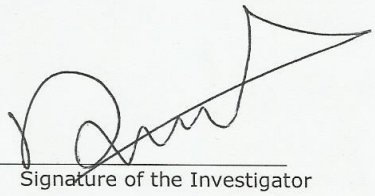
My Signature

11. Nov. 2013

Date

Student J

My Printed Name in the Study



Signature of the Investigator

الجامعة البريطانية في دبي

The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

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5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

My Signature _____ Date: 29. Oct. 2013

Student K
My Printed Name in the Study

Signature of the Investigator

الجامعة البريطانية في دبي

The British University in Dubai

Consent for Participation in Interview Research

I volunteer to participate in a research project conducted by Ms. Noora Bani Shemaili from British University in Dubai. I understand that the project is designed to gather information about the Experiential Learning and Optimism. I will be one of approximately 12 people being interviewed for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one on my campus will be told.
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5. I understand that this research study has been reviewed and approved by the Research Review Committee (RRC) with the British University Board.
6. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
7. I have been given a copy of this consent form.

My Signature

29/10/2013
Date

Student L
My Printed Name in the Study

Signature of the Investigator

Appendix E

November 21, 2013

Dear Noora Bani Shemaili,

This letter to inform you that Higher Colleges of Technology has reviewed and supports your research study titled "**The Correlational Study between Experiential Learning and Optimism among College students**". It is our understanding the project will begin on 1st Oct 2013. We are very interested in your efforts that may help to improve our understanding of this relationship.

If you have any questions or need further assistance, please contact me at 07 -2026600.

Sincerely,

Dr. Ali Al Mansoori
College Director
Ras Al Khaimah Colleges

MEN'S College : P.O. Box 4793, Ras Al Khaimah, U.A.E. Tel: 07-2026800, Fax: 07-2211611 كلية الطلاب: ص.ب: ٤٧٩٣، رأس الخيمة-أ.ع.م.- هاتف: ٠٧-٢٠٢٦٨٠٠- فاكس: ٠٧-٢٢١١٦١١
WOMEN'S College : P.O. Box 4792, Ras Al Khaimah, U.A.E. Tel: 07-2026600, Fax: 07-2210660 كلية الطالبات : ص.ب: ٤٧٩٢، رأس الخيمة-أ.ع.م.- هاتف: ٠٧-٢٠٢٦٦٠٠- فاكس: ٠٧-٢٢١٠٦٦٠
Web: www.hct.ac.ae

Appendix F

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN College X

Dear Sir\Madam

My name is Noora Bani Shemaili, and I am a Student Services Administrator in College X, I am also a student at the British University in Dubai. The research I wish to conduct for my Master's dissertation entitled The' Correlational study between Experiential Learning and the Level of Optimism among college students'. This project will be conducted under the supervision of Dr Clifton Chadwick .

The aim of this research is to find out the relationship between the experiential learning (learning by doing) and optimism among college student. The positive relation will help us to reduce the number of withdraw student from the college. I hereby request permission to conduct my research project at Ras Al Khaimah Women's College students.

If approval is granted, Student participants will complete the survey which should take no longer than 10 minutes as it will be online so no worries for submission and to be done on your convenience. Participation in the survey is entirely voluntary and there are no known or anticipated risks to participate in this study. Furthermore, the interview will take only 7 minutes per students and faculty. all information the student provides will be kept in utmost confidentiality and would be used only for academic purposes.

Your approval to conduct this study will be greatly appreciated.

If you require any further information, please do not hesitate to contact me on nshemaili@hct.ac.ae.
Thank you for your time and consideration in this matter.

Yours sincerely,

Noora Bani Shemaili
Student Services Administrator

الجامعة البريطانية في دبي

The British University in Dubai

28 August 2013

Dr Ali Al Mansoori
The Director of Ras Al Khaimah Women's College

This is to certify that **Ms Noora Mohamed Bani Shemaili**– student ID No. **110095** is a registered Part-time student on the **Master of Education** (following the Management Leadership and Policy pathway) programme in **The British University in Dubai**, from January 2012.

Ms Shemaili is doing a research on the topic "**The Correlational study between Experiential Learning and Optimism among college student**". We kindly request you to assist her so that she can conduct her visit for data collection as appropriate. She is assuring that the course work will be dealt with high confidentiality.

This letter is issued on Ms Shemaili's request.

Yours sincerely,

الجامعة البريطانية في دبي
عشر سنوات من التميز
2003 - 2013
10 Years of Excellence
The British University in Dubai

Nandini Uchil
Head of Student Administration

www.buid.ac.ae | P O Box 345015, Block 11, 1st & 2nd Floors, Dubai International Academic City, Dubai, United Arab Emirates
Tel. +971 4 391 3626, Fax +971 4 366 4698

Appendix G

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student A
Date	28th Oct 2013
Time	12:57 pm
Location	Meeting Room
Program	Foundation

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   Foundation level 4 because of my CEPA score.
2. In which semester are you (first, second, third, etc)?
   First Semester.
3. How many modules you have in the one semester?
   2 modules.
4. Does your program have any type of experiential learning?
   Yes , word serving, bingo and playing puzzle cards, groups discussion.
5. Are you interested in the subject of practical learning? Why?
   Yes because I can understand more faster.
6. What do you like about it?
   Share ideas.
7. How satisfied are you with the practical training in general?
   Yes 85%
8. How do you feel about the practical learning inside the classroom?
   I really engage in the classroom and share ideas.
9. Did you prefer working independently or with groups on college project? Why?
   I prefer independently because I work more better.
10. How has your college experience prepared you for your career?
    It enhance my language and communication

11. Did your experiential learning experience help to develop your skills and self-confidence?

    Yes I am now more confidence and my language improved more.

12. Has the experiential learning change your personality? How?

    It makes me stronger in communicating.

13. What is your favorite classroom activity? Why?

    Learning by playing because I learn faster.

14. Do you feel positive about the assignments and the projects you have to take? Why?

    Yes I feel positive because I used to use the project.

15. Does working with groups enhance your communication ability and critical thinking?

    Yes, I can give reasons for the ideas.

16. Does practical learning improve your self-esteem level?

    Yes, 75% I am very accurate deserve the work.

17. Do you prefer to be evaluated about your study through exams or experience? Why?

    Experience, because the teacher can see me how I apply and reflect what I learn but in the exam only writing process.

18. Can you remember what you learn through practical learning?

    Yes, I remember the spelling and academic change.

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student B
Date	30th Oct 2013
Time	10:00 am
Location	Meeting Room
Program	Foundation

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1) In which program are you enrolled? Why?

   Foundation level 4, because I didn't pass the IELTS to enroll in the bachelor program.

2) In which semester are you (first, second, third, etc)?

   This is my first semester

3) How many modules you have in the one semester?

   I have two modules, English and Math.

4) Does your program have any type of experiential learning?

   Mmm, kind of it is depends on the teacher.

5) Are you interested in the subject of practical learning? Why?

   Yes, because I love English.

6) What do you like about it?

   It is helping me to give creative ideas not only using the books and do something useful.

7) How satisfied are you with the practical training in general?

   I can now give my ideas and be useful

8) How do you feel about the practical learning inside the classroom?

   I love to share and do it. It is creative

9) Did you prefer working independently or with groups on college project? Why?

I prefer working with groups because I am social and I'd like to share ideas.

10) How has your college experience prepared you for your career?

A lot, help and to check to which major I enrolled and from bottom of my heart I begin to like the college.

11) Did your experiential learning experience help to develop your skills and self-confidence?

Yes of course. From the beginning I don't want to come to the college but during my first semester it raise my confidence and my mathematics skills has been improve from better to excellent.

12) Has the experiential learning change your personality? How?

Yes. I was rude with my communication but now I am more polit and respect others ideas and engage with other experience.

13) What is your favorite classroom activity? Why?

English class because we change our groups and share our ideas and interact with each other.

14) Do you feel positive about the assignments and the projects you have to take? Why?

I feel better about my assignment as my teacher encourage me a lot.

15) Does working with groups enhance your communication ability and critical thinking?

Yes a lot, give and share the ideas and be creative also build my knowledge.

16) Does practical learning improve your self-esteem level ?

Yes, 99% because of my teacher encouragement and private communication

17) Do you prefer to be evaluated about your study through exams or experience? Why?

I prefer to be evaluated through the experience that I creative I a social life and it suit my interest and build my skills

18) Can you remember what you learn through practical learning?

Yes I remember because I used to apply it

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student C
Date	28th Oct 2013
Time	12:12 pm
Location	Meeting Room
Program	Engineering

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   Engineering because I love physics.
2. In which semester are you (first, second, third, etc)?
   3 semester
3. How many modules you have in the one semester?
   6 modules
4. Does your program have any type of experiential learning?
   Yes of course, lab exams and workshops
5. Are you interested in the subject of practical learning? Why?
   Yes a lot like digital subject and I prefer of doing more than listening.
6. What do you like about it?
   I can learn and understand from my mistakes and how to apply
7. How satisfied are you with the practical training in general?
   Change our thoughts.
8. How do you feel about the practical learning inside the classroom?
   I learn a lot and feel confidence about my subjects
9. Did you prefer working independently or with groups on college project? Why?
   Groups, I can explain and learn from my mistakes
10. How has your college experience prepared you for your career?
    By workshops and laborites.
11. Did your experiential learning experience help to develop your skills and self-confidence?
    Yes, I ask a lot of questions and enhance my language skills.

12. Has the experiential learning change your personality? How?

    Yes before I was shy girl and hesitate of asking questions but now I am more confidence.

13. What is your favorite classroom activity? Why?

    In digital subjects, do more than we talk and working in the labs.

14. Do you feel positive about the assignments and the projects you have to take? Why?

    I can't understand the whole subject until I have assignment.

15. Does working with groups enhance your communication ability and critical thinking?

    Yes, we discuss and invent new things.

16. Does practical learning improve your self-esteem level?

    Yes, 70% and I more respect myself in doing things.

17. Do you prefer to be evaluated about your study through exams or experience? Why?

    Experience because in exams I can not do correctly but in practical I enjoy and be active.

18. Can you remember what you learn through practical learning?

    Yes I do, in digital lab course using circuits because I do it by my own.

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student D
Date	28th Oct 2013
Time	11:00 am
Location	Meeting Room
Program	Engineering

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   Engineering because I do well in this program
2. In which semester are you (first, second, third, etc)?
   3rd semester
3. How many modules you have in the one semester?
   5 modules
4. Does your program have any type of experiential learning?
   AutoCAD, circuits, laborites and workshops.
5. Are you interested in the subject of practical learning? Why?
   Of course, we do works on hands rather than lectures.
6. What do you like about it?
   Because practical make lectures easy to understand and I do well in assignments.
7. How satisfied are you with the practical training in general?
   Yes I am satisfies as it is best in learning.
8. How do you feel about the practical learning inside the classroom?
   Interesting, challenging and learn by our mistakes.
9. Did you prefer working independently or with groups on college project? Why?
   Groups because I feel more comfortable to share ideas.
10. How has your college experience prepared you for your career?
    Well prepared
11. Did your experiential learning experience help to develop your skills and self-confidence?

Yes because when I do practical I do well and be proud .

12. Has the experiential learning change your personality? How?

    By challenging things.

13. What is your favorite classroom activity? Why?

    Autocade.

14. Do you feel positive about the assignments and the projects you have to take? Why?

    By doing steps by step.

15. Does working with groups enhance your communication ability and critical thinking?

    Yes of course, by sharing ideas and thinking.

16. Does practical learning improve your self-esteem level ?

    Yes 85% and need more practical

17. Do you prefer to be evaluated about your study through exams or experience? Why?

    Of course experience because exams don’t measure the level of understanding.

18. Can you remember what you learn through practical learning?

    Yes when I build circuits and apply what I learn with reflecting my work

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student E
Date	31st Oct 2013
Time	4:00 pm
Location	Conference Room
Program	Education

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   Education – primary generalist, because it was dream and I want to change the education system in our society.
2. In which semester are you (first, second, third, etc)?
   4 semester.
3. How many modules you have in the one semester?
   6 modules.
4. Does your program have any type of experiential learning?
   Yes we have teaching practice and most of our courses are practical.
5. Are you interested in the subject of practical learning? Why?
   Yes I am because in practical learning any information can stick in the mind and you gain self – esteem.
6. What do you like about it?
   It is modern way of teaching.
7. How satisfied are you with the practical training in general?
   I am very satisfied because I improve my values, way of thinking and morality.
8. How do you feel about the practical learning inside the classroom?
   I feel excited in enthusiastic and push me to learn elaborate.
9. Did you prefer working independently or with groups on college project? Why?
   If it is presentation I prefer group to share ideas however if it is written assignment I prefer by my own I believe everyone have different writing style.
10. How has your college experience prepared you for your career?

My profession is primary teacher through how they need to thought and we understand that we have to change

11. Did your experiential learning experience help to develop your skills and self-confidence?

    Yes of course, because I was confidence of my presenting level and communicate skills, I raise my confidence I actually live the real life situation.

12. Has the experiential learning change your personality? How?

    Yes of course, I was a hidden personality and don't share ideas and fight for rights and now I am confident to tell my opinion .

13. What is your favorite classroom activity? Why?

    Micro lesson, what might happen why to be in order. The importance of planning and ordering.

14. Do you feel positive about the assignments and the projects you have to take? Why?

    Yes, because it is all related to our profession. Help us in future.

15. Does working with groups enhance your communication ability and critical thinking?

    Yes, absolutely because working in groups each member we respect different views, it help to elaborate our thinking.

16. Does practical learning improve your self-esteem level?

    Yes , in practical learning you are in an action not passive learner.

17. Do you prefer to be evaluated about your study through exams or experience? Why?

    It depents, if it is about teaching, group working I prefer by experience. If it is a mathematical, writing styles I prefer exams.

18. Can you remember what you learn through practical learning?

Yes you can't assume that your student know anything related to the .

Because I involve through situatuation

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student F
Date	28th Oct 2013
Time	11:38 am
Location	Meeting Room
Program	Education

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   Education, I love the program and know how to teach and like to be a teacher and improve my second language.
2. In which semester are you (first, second, third, etc)?
   4 semester
3. How many modules you have in the one semester?
   6 modules
4. Does your program have any type of experiential learning?
   Yes we have in each course practicum program in different schools local private.
5. Are you interested in the subject of practical learning? Why?
   Yes of course, help me to communicate with my classmate and doing lessons plan without wasting time.
6. What do you like about it?
   I like to make activities and different learning styles. Help me to teach students.
7. How satisfied are you with the practical training in general?
   I satisfied.
8. How do you feel about the practical learning inside the classroom?
   We have to prepare mini leasson plan and I really enjoy presenting in front the my classmate.
9. Did you prefer working independently or with groups on college project? Why?

Independently because I know what I do and control my project with well organization.

10. How has your college experience prepared you for your career?
    By practicum program.
11. Did your experiential learning experience help to develop your skills and self-confidence?
    Yes of course, develop my language skills with using academic words and communicate with others and I am more confidence.
12. Has the experiential learning change your personality? How?
    Yes it change more during my college life and communicate better.
13. What is your favorite classroom activity? Why?
    Read stories and predict reading.
14. Do you feel positive about the assignments and the projects you have to take? Why?
    Yes I feel positive with providing more information.
15. Does working with groups enhance your communication ability and critical thinking?
    Yes share together the ideas and learn from the mistakes.
16. Does practical learning improve your self-esteem level ?
    Yes 90% I respect and think positively.
17. Do you prefer to be evaluated about your study through exams or experience? Why?
    Experience because they see me how I apply what I learn in the classroom.
18. Can you remember what you learn through practical learning?
    I remember because I understand the reality of my work.

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student G
Date	28th Oct 2013
Time	13:35 pm
Location	Meeting Room
Program	Business

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   Business because of hand working and practice my skills.
2. In which semester are you (first, second, third, etc)?
   4 semester.
3. How many modules you have in the one semester?
   5 modules.
4. Does your program have any type of experiential learning?
   The collaborative studies.
5. Are you interested in the subject of practical learning? Why?
   Of course, it encourages me to do best in the course and enhance my knowledge and share ideas.
6. What do you like about it?
   Team work, sharing ideas, solving problem and challenging tasks.
7. How satisfied are you with the practical training in general?
   I am very satisfied in general.
8. How do you feel about the practical learning inside the classroom?
   I like it very much and understand what I learn.
9. Did you prefer working independently or with groups on college project? Why?
   Independently, want to know my level of understanding and doing alone. In groupd sharing ideas.
10. How has your college experience prepared you for your career?
    Actually very well and a lot of skills with pressures

11. Did your experiential learning experience help to develop your skills and self-confidence?

    Yes it increases my social and academic skills and share ideas with confidence.

12. Has the experiential learning change your personality? How?

    Yes a lot, I am now more confidence in dealing with people.

13. What is your favorite classroom activity? Why?

    Using group competition game and can elaborate our skills.

14. Do you feel positive about the assignments and the projects you have to take? Why?

    Sometimes when it related to my future career.

15. Does working with groups enhance your communication ability and critical thinking?

    Of course, creative and organizing the group and use more flexible and academic vocabulary.

16. Does practical learning improve your .self-esteem level?

    Yes by managing the team and raise the self-esteem

17. Do you prefer to be evaluated about your study through exams or experience? Why?

    Experience of course; practice the skills I learn from mistakes.

18. Can you remember what you learn through practical learning?

    Yes I remember and that by peer tutoring sections and groups project teach me to improve my skills.

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student H
Date	28th Oct 2013
Time	10:00 am
Location	Meeting Room
Program	Business

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   Business because I transfer from other college and was curious about the course.
2. In which semester are you (first, second, third, etc)?
   5 semester.
3. How many modules you have in the one semester?
   5 modules
4. Does your program have any type of experiential learning?
   Of course we are applying and use our imagination and in the class groups.
5. Are you interested in the subject of practical learning? Why?
   Yes of course I enjoy it.
6. What do you like about it?
   Working in teams, work with group, meet different people.
7. How satisfied are you with the practical training in general?
   I feel positive.
8. How do you feel about the practical learning inside the classroom?
   Enjoyable and active.
9. Did you prefer working independently or with groups on college project? Why?
   Groups, innovation and creation.
10. How has your college experience prepared you for your career?
    By dealing with different people
11. Did your experiential learning experience help to develop your skills and self-confidence?

Of course by interacting with others, think positively and learning the context and the environment.

12. Has the experiential learning change your personality? How?
    Of course, dealing logically and accept other ideas.
13. What is your favorite classroom activity? Why?
    Leadership and posters.
14. Do you feel positive about the assignments and the projects you have to take? Why?
    Yes I feel positive because through practical learning I understand my projects.
15. Does working with groups enhance your communication ability and critical thinking?
    Of course it does by dealing with different personality and encourage others.
16. Does practical learning improve your self-esteem level ?
    Of course respect my self.
17. Do you prefer to be evaluated about your study through exams or experience? Why?
    Experience becausei can reflect what I learn.
18. Can you remember what you learn through practical learning?
    Yes the community services course because I organized the event.

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student I
Date	27th Oct 2013
Time	11:17 am
Location	Conference Room
Program	Information Technology (IT)

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   IT to change gain new skills and experience.
2. In which semester are you (first, second, third, etc)?
   2 semester.
3. How many modules you have in the one semester?
   6 modules
4. Does your program have any type of experiential learning?
   Programing course, practise with teacher and e-book disscussion
5. Are you interested in the subject of practical learning? Why?
   Yes of course, do web pages.
6. What do you like about it?
   By coding and practicing the inquiry methods.
7. How satisfied are you with the practical training in general?
   Yes I satisfied.
8. How do you feel about the practical learning inside the classroom?
   Comfortable.
9. Did you prefer working independently or with groups on college project? Why?
   Independently to see my mistakes
10. How has your college experience prepared you for your career?
    Yes of course by fixing problems in experience
11. Did your experiential learning experience help to develop your skills and self-confidence?
    Yes I am confidence to complete my tasks, raised self confidence.

12. Has the experiential learning change your personality? How?

    Yes of course, communication skills, active with groups, share opinion and ideas.

13. What is your favorite classroom activity? Why?

    Networking course by using real pc in the classroom.

14. Do you feel positive about the assignments and the projects you have to take? Why?

    I am positive by using other resources.

15. Does working with groups enhance your communication ability and critical thinking?

    Yes , share ideas.

16. Does practical learning improve your self-esteem level ?

    Yes 85 % practical learning

17. Do you prefer to be evaluated about your study through exams or experience? Why?

    Experience, because I am doing what I learn.

18. Can you remember what you learn through practical learning?

    I remember my networking class because I work with machines and practice and motivate and compete others.

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student J
Date	11th Nov 2013
Time	4:10 pm
Location	Meeting Room
Program	IT

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   Information Technology, because I like to be a business woman.
2. In which semester are you (first, second, third, etc)?
   Second semester.
3. How many modules you have in the one semester?
   Five modules in one semester.
4. Does your program have any type of experiential learning?
   Yes, leaderships and implementing in the work.
5. Are you interested in the subject of practical learning? Why?
   Yes, teaching more than theory, I make effort and understand the value.
6. What do you like about it?
   I like everything's about the practical learning and learn new things and change ourselves.
7. How satisfied are you with the practical training in general?
   I am very satisfied that I believe in doing
8. How do you feel about the practical learning inside the classroom?
   It is wonderful and be proud of this system.
9. Did you prefer working independently or with groups on college project? Why?
   It depends on my classmates.
10. How has your college experience prepared you for your career?
    It help me to improve my second language and how to deal with others in professional way.
11. Did your experiential learning experience help to develop your skills and self-confidence?

Of course through sharing ideas and believe in myself to communicate with others.

12. Has the experiential learning change your personality? How?
    Yes of course, before I was shy girl afraid to speak in front of all but now I express my opinion and present my work without fearing.
13. What is your favorite classroom activity? Why?
    Peer tutoring, because I can remember if I teach others.
14. Do you feel positive about the assignments and the projects you have to take? Why?
    Yes I can do it.
15. Does working with groups enhance your communication ability and critical thinking?
    Yes by sharing ideas and elaborate our thinking.
16. Does practical learning improve your self-esteem level ?
    Yes a lot I am now independent and know my path.
17. Do you prefer to be evaluated about your study through exams or experience? Why?
    Both are okay for me, because when I have practical learning I can do the exam best and through experience also.
18. Can you remember what you learn through practical learning?
    Yes everything related to the practical learning because it stick in the mind.

An interview Transcript

Interviewer	Noora Bani Shemaili
Interviewee	Student L
Date	29th Oct 2013
Time	15:25 pm
Location	Meeting Room
Program	Applied Communication (Media)

The interview begins the interview by introducing herself and gives brief orientation about the research. The consent form was signed by the interviewee and then began the interview.

1. In which program are you enrolled? Why?
   I enrolled in Media because through the college orientation and the program challenging.
2. In which semester are you (first, second, third, etc)?
   7 semesters
3. How many modules you have in the one semester?
   I take 5 modules in one semester.
4. Does your program have any type of experiential learning?
   Yes in every class
5. Are you interested in the subject of practical learning? Why?
   Yes a lot, my major need more practical, I can't learn without trying for example video production need to apply in the classroom.
6. What do you like about it?
   I can reflect and remember what I learn. I have to experience what I learn in the classroom.
7. How satisfied are you with the practical training in general?
   It was successful in the first two year and then we have to take the instructional learning.

8. How do you feel about the practical learning inside the classroom?
   It is useful if the materials is available to all students to experience and rich of knowledge.
9. Did you prefer working independently or with groups on college project? Why?

Groups of course because it is more active, organized and share different ideas and experience.

10. How has your college experience prepared you for your career?
    It is excellent, I have been offered jobs from now and I experience the real world reality.
11. Did your experiential learning experience help to develop your skills and self-confidence?
    A lot, I am now more confidence in presenting my work.
12. Has the experiential learning change your personality? How?
    A lot, experiential learning change my personality by challenging new tasks, encourage myself and my group to finish the project and of course interact with teachers and classmate.
13. What is your favorite classroom activity? Why?
    Video production because freedom of hands on .
14. Do you feel positive about the assignments and the projects you have to take? Why?
    I excited about the projects and assignments because learn a new things with new challenging.
15. Does working with groups enhance your communication ability and critical thinking?
    Yes a lot, critical thinking, share ideas and communications skills efficiently.
16. Does practical learning improve your self-esteem level?
    Yes 85%

17. Do you prefer to be evaluated about your study through exams or experience? Why?
    Experience because I can apply and reflect my learning, analyzing my experience and thoughts. In exam I only memorized the facts and deliver in the exam paper.
18. Can you remember what you learn through practical learning?
    Yes of course, because of hands on experience.