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The Impact of Authentic Learning on Student Outcomes

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Abstract

This dissertation explores the evolving American education system, emphasizing the role of authentic learning in bridging the gap between schooling and employment, especially in the context of the modern post-pandemic student. Authentic learning, characterized by hands-on activities and real-world applications, is posited as a solution to the skilled labor shortage impacting the economy. This study delves into the history and current practices of authentic learning, examining various programs and strategies implemented in educational settings.

Utilizing a phenomenological approach, qualitative data was collected through interviews with recent high school graduates to assess the impact of authentic learning on their post-secondary trajectories. The research focused on students from both rural and inner-city backgrounds to highlight the differences and similarities in their experiences.

Findings from this study indicate that authentic learning significantly influences students' decision-making and preparedness for life after graduation. Themes identified include the positive impact of internships, extracurricular activities, and real-world projects on career readiness and personal development. However, limitations such as sample size and demographic representation were noted.

The implications of these findings suggest that integrating authentic learning experiences in education can enhance student outcomes, providing valuable insights for educators, policymakers, and stakeholders aiming to improve the effectiveness of the American education system.

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Chapter 1: Problem of Practice

“Why are we learning this?” “When will we ever use this?” These are common questions posed by students. Authentic Learning answers this question. If the answer is anything other than preparing students for the next stage of academia (e.g., secondary school, university), then the learning is authentic. Authentic Learning can be broadly defined as any time education has a demonstrated purpose outside of academic achievement. For example, teaching essential life skills, money management, and conflict resolution. Authentic Learning also occurs when teachers offer career skills.

Authentic Learning is most prevalent in the subject matter of Career & Technical Education (CTE), but it does not exist exclusively within this space. For example, a geometry course could include building trades content by having students use the Pythagorean theorem to calculate how long a rafter for a house should be. The CTE field lends itself to teaching transitional skills, but Authentic Learning can occur in all classrooms and subjects. The following research explores Authentic Learning as a tool to improve post-secondary student transition and reduce sociocultural inequities.

Background of Problem

A recent study, *Career and College Readiness for Underserved Youth: Educator and Youth Perspectives*, reported a lack of college and career readiness learning opportunities in underserved school districts (Lindstrom et al., 2020). With the consistently reduced funding for public schools in underserved communities, vocational and college readiness courses are often the first to be discontinued (Allegretto et al, 2022; Lambert, K., n.d.). The lack of resources and funding for schools in rural and inner-city locations has caused students to miss out on valuable skills that will help them transition

from school to the workplace or post-secondary institutions. A notable achievement gap exists between rural and inner-city schools and their suburban counterparts (Lindstrom et al., 2020). Schools located in suburban areas are likely to have more funding to promote and teach college/career readiness courses and skills (Lindstrom et al., 2020). This gap demonstrates how a student's zip code can predict how successful they will be after high school graduation. Poor college and career preparation contributes to the nationwide decrease in college enrollment and the shortage of workers (Reber, S. & Smith, E., 2023). Authentic Learning's focus on transitional skills merits strong consideration in reducing these inequities.

Historical Context

Vocational education is rooted in delivering authentic learning experiences to students. The first bill to implement vocational teaching was the Vocational Education Bill of 1903 (Rich, 2021). This piece of legislature provided courses training in manual labor and agriculture due to the high demand for workers in these fields. This bill led to the creation of the American Home Economics Association in 1908. This AHEA lobbied for federal and state funding for research and teaching home economics courses, known today as family and consumer science courses. These courses taught students life skills such as cooking, laundering, sewing, caring for the sick, and sanitation. The need for more skilled labor to meet the growing demand for newly created factory jobs prompted the Smith-Hughes Act of 1917 (Rich, 2021; Bragg, 2018). This act mandated federal funding for vocational coursework. By the late 1950s, the George-Barden Act implemented high school technical education and nursing classes. Home Economic classes then took a significant hit in funding with the passing of the new Vocational Act

in 1963. Although this new act intended to improve home economics and vocational classes, it only applied to schools where students had gainful employment. As a result, many districts need more funding. The decline of vocational and home economics classes across the country led to increases in technical education. In the 1970s, with 75 percent of secondary students preparing for college, politicians knew education needed redirection (Rich, 2021). Schools began offering specialized courses and computer training as education focused on adapting to workforce needs. Vocational and Home Economics classes initially prepared students for life after school. This trend continued until recently. Politicians, school districts, and teachers could have done more to implement authentic learning experiences and strategies to engage and develop students for life after school. Funding has also been limited compared to the past years. Schools need to adapt to the current workforce, which shows in the workplace shortage.

Background of Study

There are two categories of authentic learning experiences: programs and strategies.

Authentic Learning Programs

Authentic learning programs provide students with authentic learning experiences through formal or informal coordinated efforts. The researched programs include extracurricular activities, the National FFA Organization, the TRIO Program, Jobs for America's Graduates, and Career & Technical Education.

Extracurricular Activities

When discussing the impact of authentic learning programs and their effects on student outcomes, one of those outcomes is student persistence through school. As the U.S. Department of Education states, student persistence is the student's perspective of

continuing to degree completion regardless of the institution and length of time to graduation (Johnston, 2013). Students involved in authentic learning programs such as extracurricular activities are less likely to drop out than their noninvolved counterparts (Cole & Fanno, 1999; Hunt, 2007). Extracurricular activities promote peer and faculty social engagements and self-efficacy. According to Tinto's Stages of the Student Departure Model, peer/faculty interaction impacts students' integration into a school (Johnston, 2013). Student integration leads to a sense of belonging, contributing to student persistence. Being more integrated in school also leads to positive interactions with peers and faculty. Students with these positive interactions are more likely to ask for academic assistance and, therefore, better grades (Johnston, 2013). These same positive interactions lead to mentorship. Studies find that students who have faculty as mentors are more likely to learn and persist through school (Anderson et al., 1995; Campbell & Campbell, 1997; Gasman, 1997). Students also gain self-efficacy from authentic learning programs. Self-efficacy is an individual's belief in their ability to succeed (Bong & Skaalvik, 2003; Feldman & Matjasko, 2005). Students are more likely to persist when they realize their academic and social potential.

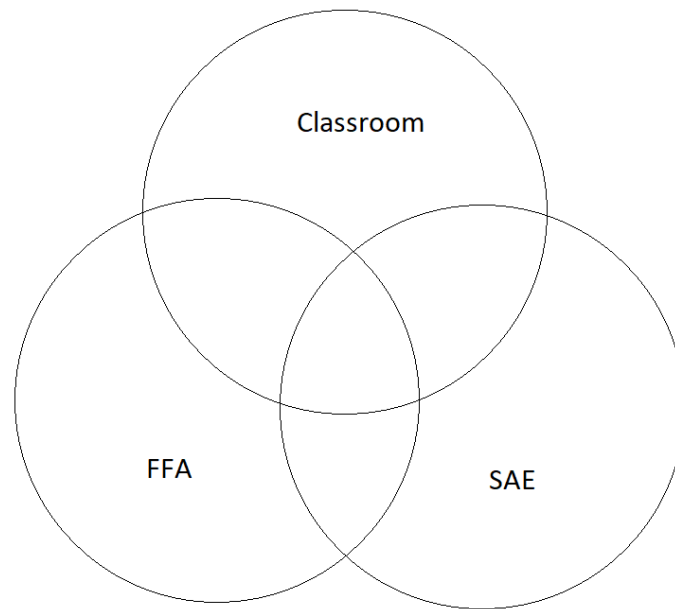
The National FFA Organization (FFA)

The National FFA Organization provides students with authentic learning experiences. Founded in 1928, the FFA originally stood for Future Farmers of America. In 1988, the name changed to "The National FFA Organization" to be more inclusive (the acronym has no meaning). The Future Farmers of America merged with the NFA (New Farmers of America), a similar organization created for African Americans in the South in 1965 (National FFA Organization, n.d.).

FFA is unique to school-associated clubs in that it is legally considered an intra-curricular (as opposed to extracurricular). It is, therefore, regarded as integral to the agriculture classroom and aligns with national standards. FFA utilizes three components from the “FFA Three Circle” illustrated in Figure 1. Agriculture Education, a type of CTE, exists within the center of this model where all three components overlap.

Figure 1

The agriculture education three-circle model.



Source: The National FFA Organization.

FFA offers students authentic learning experiences through CDEs (Career Development Events), which include skills like livestock evaluation and mechanical aptitude, and LDEs (Leadership Development Events), which include skills such as public speaking and job interviewing (Illinois Agricultural Education & FFA, n.d.). Studies have shown that these events effectively motivate students and that competition is

a valuable teaching method. However, there are concerns that sometimes, the match occurs at the expense of education (Edwards & Jones, 2019). Additionally, students gain authentic learning experiences in FFA through Supervised Agricultural Experiences (SAE's), commonly known as record books. Future Farmers of America members keep SAE records on a job or project they maintain throughout high school. Through SAEs, students learn accounting skills and, depending on the project, entrepreneurship skills. Studies find that SAEs as a classroom or a competition are ineffective at increasing students' Career Decision Self-Efficacy (CDSE) however, SAEs help teach soft skills such as performance evaluation (Haddad & Marx, 2018).

Despite FFA's authentic learning experience components, studies have not found a noticeable numeric correlation between FFA and CDSE (Hoyle et al., 2019). SAEs only showed minor increases in CDSE (Haddad & Marx, 2018). If FFA can deliver authentic experiences yet still not produce quantifiable results in students' ability to choose a career, how can it be adjusted to accomplish this? Analyzing the data of previous studies may point to issues with the competition component.

The TRIO Program (TRIO)

The TRIO program combines three educational programs started in the 1960s (U.S. Department of Education, 2011). The first program, Upward Bound, emerged from the Economic Opportunity Act of 1964. Upward Bound provides authentic learning experiences to high school students through field trips, guest speakers, college tours, and conventions. The Educational Talent Search, created by the Higher Education Act of 1965, provides pre-college counseling and advice to help disadvantaged high school students matriculate to a four-year university (Brooklyn College, 2021). The final TRIO

program, Student Support Services, was formed by the Higher Education Act of 1968. Student Support Services, an utterly grant-funded program, assists disadvantaged students currently enrolled to complete a baccalaureate program. Student Support Services provide advising and support similar to the Educational Talent Search but for students at a post-secondary level (University of Montevallo, n.d.).

Jobs of America Graduates (JAG)

Jobs of America Graduates is a nationally known state-based nonprofit created to support students in school and the workforce. This program follows students one year after graduation to ensure they succeed in their educational and occupational endeavors. Since 1980, JAG has impacted more than 1.5 million students across the United States. JAG focuses on three pillars that help develop students holistically. The first pillar is Project-based Learning. As defined by JAG instructors, PBLs are instructions through projects. The second pillar is employer engagement. JAG creates a three-way relationship between the student, the employer, and JAG. This relationship helps ensure that the student has support in their career field. The last pillar is Trauma Informed Care. JAG creates a safe place atmosphere that allows students to be open about issues and traumas they are facing. All three of these pillars have proven to help with the overall development of a student. Students with support in all three areas tend to be more successful after graduation based on the student outcomes from JAG (Jag Missouri, n.d.).

Career & Technical Education (CTE)

The 1990s continued the movement toward a “new vocationalism” to address inequities and move vocational education into the U.S. Curricular mainstream. (Bragg, 2018). This involved more effort to blend theory with practical skills and align secondary

education with postsecondary matriculation. This provided a closer connection between education and work. California Department of Education says that CTE provides students "with the academic and technical skills, knowledge and training necessary to succeed in future careers and develop skills they will use throughout their careers" (2022). CTE as a subject matter is often classified by its coordinating industry, such as business education, agricultural sciences, health care occupations, industrial technology, and many more. Many times, core class credits are the substitute for these courses. For example, Illinois accepts agricultural sciences coursework as a science credit (Senate Bill 1624, 2022). The 1984 Carl D. Perkins vocational legislation and several reauthorizations helped fuel this new vocationalism and other initiatives like the Tech Prep Education Act (Bragg, 2018). The Missouri Department of Secondary and Elementary Education (DESE) reports that during the 2019-2020 school year, 64% of all high school students in Missouri took at least one career education course before graduation. Missouri had 178,486 students participating in CTE programs at the post-secondary level in various formats (2020). Perkins V granted \$24 million to the state of Missouri to support students in CTE programs. Eighty-five percent of the money was allocated locally, ten percent on state leadership, and five percent on state administration (PCRN 2020). School districts with comprehensive high schools are responsible for delivering CTE programs to the state's most significant number of students. Area career centers, two and four-year institutions, and correctional centers meet the needs of smaller populations (Missouri Department of Elementary and Secondary Education, 2022). According to the data on CTE concentrators collected by the Perkins Collaborative Resource Collective, graduates from Missouri secondary CTE programs cluster in four areas: AFNR (Agriculture et al.

Resources), Health Science, and Business Management and Administration. At the post-secondary level, many concentrators continue as CTE students in Health sciences, business management, administration, and Information Technology (2020). According to data collected by Advance CTE, an organization established to support the efforts of public-school educators responsible for CTE, Missouri has 578 public schools with an enrollment of 266,520 students. Within that student population, 124,606 students participate in CTE study programs (Advance CTE, n.d.).

Authentic Learning Strategies

In addition to programs, we have compiled information about authentic learning strategies that all content teachers can utilize in their classrooms. Those strategies include field trips, Project-based Learning, and Teaching for Transfer.

Field Trips

Field trips are authentic learning strategies that allow students to learn outside the standard classroom. Well-coordinated field trips enable students to view the world outside of academia. For example, a botany class may take a field trip to a local nursery, or a metalworking class may take a field trip to a local welding shop.

Studies have shown that field trips are a valuable learning resource. Cultural field trips are effective in reducing educational inequities. Due to inequalities, underprivileged families are less likely to take their children on vacations and other cross-cultural experiences (Greene et al., 2014). Field trips with authentic learning strategies, such as project-based or problem-learning, can increase educational outcomes (Lee et al., 2019).

Project-Based Learning (PBL)

In PBL, students learn or apply content by completing a project (PBL Works, n.d.). At its basic level, PBL can be as simple as creating a presentation on a topic. However, at higher levels, PBL becomes Problem-Based Learning, which collects and applies knowledge to solve societal problems. For example, lower-level PBL may research climate change, while higher-level PBL would involve researching potential solutions and creating a community action plan (Utah Valley University, n.d.).

Teaching for Transfer

Teaching for transfer is not necessarily an authentic learning method, but it lends itself well to utilization in authenticity. Teaching for transfer is a method of curriculum development where the end goal is kept front and center of the students. Staying front and center allows the learners to understand the importance of the information in a lesson plan (Guilott et al., 2020). If the end goal is contained within the class, such as "learn this because it is on the test," this is teaching for transfer, but it is not authentic. Preparing for transfer can be done through authentic learning when the end goal presented is career- or college-oriented. For example, an English class that teaches grammar with the end goal of writing a college admission essay would use teaching for transfer to create Authentic Learning.

Social Justice Implications

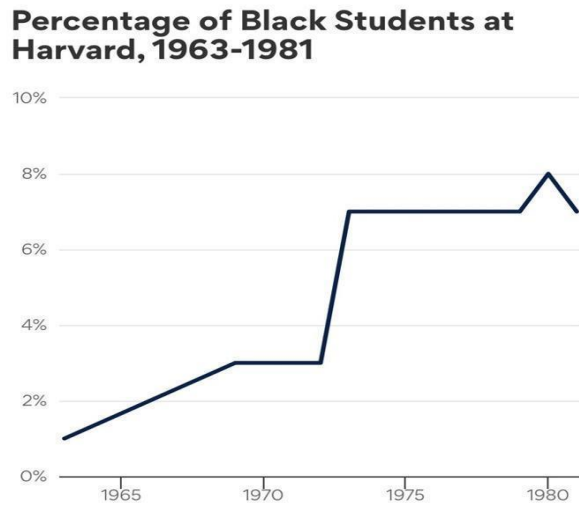
The United States Bureau of Labor Statistics (BLS) reports that African American men are the most likely to be jobless, with an unemployment rate of 8.2%. BLS also reports that 22% of unemployed African Americans are not looking for work (US BLS, 2021). This failure to seek employment may result from a lack of transitional skills.

Authentic Learning not only provides transitional skills but also provides students with extrinsic motivation to learn content. Research by the Peabody Journal of Education shows that student test scores increase when CTE courses integrate core subject content. This study also found that transitional skills teaching reduces the achievement gap between white and minority students (Hill & Rojewski, 2017).

Affirmative Action Impact on Education and Workforce

The most recent social justice implication impacting students matriculating to college or the workforce is the overturning of Affirmative Action. In 1961, President John F. Kennedy initiated Affirmative Action in the workplace. Affirmative Action ensured that federal employment and employee treatment did not vary due to characteristics such as race and national origin (Kurtulus, 2013). Affirmation Action then was implemented in higher education in favor of women and racial minorities as a means of redressing past discrimination against these groups during the admission process (Alexander, 2023). Since the implementation of Affirmation Action, there has been an increase in African-American students and other marginalized populations who are accepted into selective universities and colleges nationwide (Nam, 2023). The graph below, in Figure 2, shows the impact of Affirmative Action at Harvard University. Between 1965 and 1980, the number of African American Students admitted increased from 1% to 7% (Nam, 2023).

Figure 2

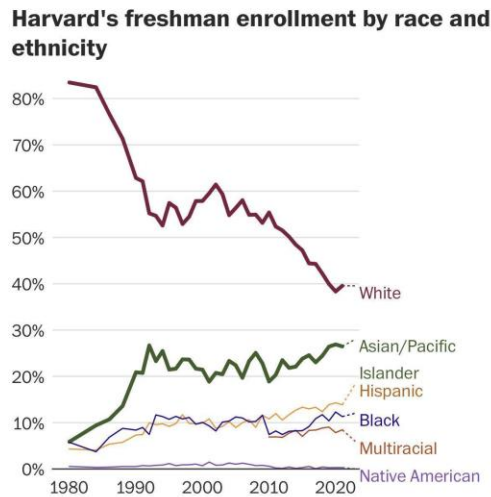


(Nam, 2023)

Since 1961, there has been a total of 10 states that have banned Affirmative Action. These states are Idaho, Oklahoma, New Hampshire, Arizona, Nebraska, Michigan, Florida, Washington, Texas, and California. Authors Janice Chen and Daniel Wolfe stated, "Where race-based admission policies were banned in 2021, already underrepresented racial groups had even lower representation compared to states without bans" (Chen & Wolfe, 2023, p.1). Statistics show that states that have banned Affirmative Action in their admission process have less of a diverse student population. One of the most criticized states that have prohibited Affirmative Action is California. California receives nationwide criticism due to its lack of a diverse student population despite having an 8 percent increase in the Hispanic population since the ban on Affirmative Action in 1998 (Chen & Wolfe, 2023). Since the ban on Affirmative Action, there has been a 50 percent drop in Black and Hispanic students at the University of California Berkeley and other California universities (Chen & Wolfe, 2023). These statistics reflect an issue in secondary schools, post-secondary schools, and the transition from secondary

to post-secondary schools. A 2015-16 study found that nationwide, only 16% of high school graduates were black, and out of that 16 percent, 5 percent of those students enrolled in a selective public college (Affirmative Action Statistics and Facts After 50 Years, 2021). Ironically, their counterparts who were white or Caucasian made up 52 percent of the nation's graduates but counted for 62 percent of students accepted into a selective university (Affirmative Action Statistics and Facts After 50 Years, 2021). When researching why this is a common phenomenon, economic disparities and inadequate preparation and support could cause this educational gap. This gap not only happens in education but in the workforce as well. Despite Affirmative Action initially creating a diverse workplace, many states where it is banned have similar race disparities as in education. In a 2013 study, four states that outlawed Affirmative Action (California et al.) significantly decreased workplace diversity compared to states that have it (Kurtulus,2013). In these states, white males had a 4.7 percent increase in employment after Affirmative Action was banned (Affirmative Action Statistics and Facts After 50 Years, 2021). The study also shows that federal businesses mandated to follow Affirmative Action had increased female and minority representation in the workplace (Affirmative Action Statistics and Facts After 50 Years, 2021). Despite the argument against Affirmative Action, its impact on creating a more diverse workforce and education system has worked. In figure 3 the decrease in white males being accepted into Harvard University, shows that Affirmative Action is making an impact on accepting more of a diverse student (J.K., Chen, D. Wolfe, 2023) . When comparing states with A.A. and States that do not, these disparities are consistent when discussing the lack of diversity.

Figure 3



Source: (J.K., Chen, D. Wolfe, 2023)

Local Context

This study will research a school in inner-city St. Louis and a rural school in Griggsville, Illinois. Although these districts are not far apart geographically, they have several differences beyond their zip code.

Urban vs. Rural Education

The schools in this study represent two far sides of the American public education system: urban and rural. Urban education has been studied intensely for some time, but rural education continues to get ignored despite rural students' unique issues. Research by the University of Alabama found that rural students are 3% more likely to be impoverished. Rural students are almost twice as likely not to have internet access, which became an essential part of public education during the COVID-19 pandemic. The burden of not having Internet access occurred in many rural communities lacking accessible Internet sources such as public libraries and coffee shops. However, inner-city schools have a dramatically lower graduation rate. Urban districts also have slightly

lower teacher retention (UWA, 2019). Urban and rural communities experience unique challenges and must be supported differently. For an in-depth comparison of these statistics, see Table 1.

We have developed the following criteria for defining schools as urban, rural, or suburban:

- Urban: School district with a physical address in a city with a population greater than 100,000.
- Suburban: School district with a physical address in a city with a population of less than 100,000. However, another city in the county or an adjacent county has a population of over 100,000.
- Rural: School district with a physical address in a city with a population of less than 100,000. All cities in the county and adjacent counties must be at least 100,000.

Table 1*Comparison of urban and rural school statistics in the United States.*

Comparison Metric	Classification of School District	
	Urban	Rural
Students in poverty	17.7%	22.9%
Students without internet access	13%	24%
Students who graduate from high school	58%	79.9%
Students enrolled in higher education directly after graduation	62%	59%

Sources: UWA, 2019 and Chen, 2022

Unsuccessful transition of urban youth is a significant cause of the school-to-prison pipeline. The challenge stems from insufficient resources for educating populations in inner-city schools. Urban districts are much more likely to have minority-majority populations from underserved backgrounds. St. Louis Public Schools demographics are over 90% minority, 77.8% of which are black (U.S. et al.). These demographics are in classrooms and systems with lower standards that produce lower academic achievement regardless of student ability. Research has found that less-than-ideal environments often influence struggling inner-city students. Stressors such as

personal safety make it difficult to focus on academic performance and post-secondary matriculation (Mitchell & Stewart, 2012).

While the school-to-prison pipeline less plagues rural districts, successful matriculation looks much different. Rural youth are less likely to enter post-secondary education upon graduation. However, they are more likely to be employed immediately after graduation. The students who pursue this route are more likely to enter the skilled trades. The industries they enter are primarily limited to resources found near the community. For example, a workforce-upon-graduation youth from a small mining town in Kentucky will most likely be interested in coal mining opportunities. As a result, career exploration is very limited in rural schools. A lack of career exploration has contributed to the "rural brain drain" phenomenon (the process by which rural communities shrink as residents migrate to urban and suburban communities for opportunities). Many rural students view this move as a success story (Chen & Doherty, 2021). Media and fiction have propagated this idea for over a century: the lowly farm boy leaving his agrarian past for a life of adventure in the big world. (See Examples: Clark Kent from Superman, Frodo from The Hobbit, and Luke Skywalker from Star Wars.)

SHS and GPHS are ideal schools because they represent two opposing sides of school district demographics. SHS is part of the St. Louis Public Schools (SLPS) school district and, therefore, an urban school. GPHS is part of Griggsville Perry Community Unit School District 4, (GP CUSD4) a rural district surrounded by cornfields and pig farms. Table 2 shows that the graduation rates had approximately a 10-point difference in 2022. However, SLPS has a significant gap between magnet (91%) and non-magnet schools (63%) graduation rates (Stlouis-mo.gov, n.d.). At a glance, SLPS has a much

higher low-income population: 73.6% vs 37.8% (U.S. News & World Report, n.d., ISBE, 2022). However, the validity of this can be called into question because in 2020, GP CUSD4 was 95.7% low-income, and in 2019 it was 89.6% (ISBE, 2022). Oddly, the low-income population dropped off immediately following the pandemic. It is possible that remote and hybrid Learning pushed at-risk students to drop out or opt for home-school alternatives.

Table 2

Statistical comparison of SLPS and GP CUSD 4.

Comparison Metric	School District	
	SLPS	GP CUSD 4
Location(s)	St. Louis, Missouri	Griggsville and Perry, Illinois
Classification	Urban	Rural
Graduation rate, 2022	77%	83%
District enrollment	19,299	320
Minority enrollment	87%	2%
Free/Reduced Lunch Students	73%	38%
Schools in district	74	3
Average spending per student	\$17,097	\$17,424

Sources: ISBE and U.S. News & World Report

Some similarities also exist between the districts. Both districts perform below their respective state averages. We also see that both school districts spend approximately the same amount on each student. See Table 2 for an in-depth look at these districts' statistical differences and similarities.

Context from St. Louis, Missouri

Statistics from St. Louis Community College indicate a labor shortage in the St. Louis area, with a 22% list of vacant jobs between 2021 and 2022 (2022). Worker shortage has caused dysfunction nationwide, not just locally. In 2022, the number of unfilled jobs in the United States peaked at over 12 million (Federal Reserve Bank of St. Louis, 2023). This information is essential to our youth and how we educate them moving forward. Education should prepare our children for these job opportunities. Career readiness with authentic learning experiences could help bridge that job opportunity gap.

In 2021, the St. Louis Public Schools (SLPS) launched the Learn and Earn program. This program gave senior students an authentic experience in internships and jobs with local businesses in the St. Louis area. Each student will earn up to \$3,000 during the final semester of their senior year. Local stakeholders are excited about this opportunity due to the local labor shortage, as stated by Learn and Earn director John Henning. This new launch will be the first of many to get our students employed and end the local labor shortage. This initiative is significant because many other organizations are on board trying to end the labor shortage. These local organizations are Job Corp, Slate, and American Staffing, to name a few.

Context from Griggsville and Perry, Illinois

Griggsville-Perry Community Unit School District 4 (GP CUSD4), located in northern Pike County, Illinois, launched a career/college readiness program for high school students in 2018. The "College & Career Capstone" program aims to build connections and promote CDSE among students. Students develop and maintain a portfolio of post-high school plans through this program. As first-year students, students assess their skills and interests. As sophomores, students complete a resume and job application. Juniors must interview a professional and attend a college and career fair. Finally, seniors must go through a mock interview. For their final project, students display their portfolios in a "reverse career fair" where local employers and community members meet them.

Theoretical Frameworks

Theoretical frameworks in a phenomenological dissertation provide a lens for interpreting and understanding Authentic Learning by guiding the research questions, data collection, and analysis. They help process the impact of authentic learning experiences and strategies on a student's development when transitioning to college/career after graduation from high school. Theoretical frameworks assist in identifying and exploring the underlying assumptions, biases, and perspectives that might influence the study. They also serve as a critical tool for grounding the research in a structured academic context, ensuring its relevance and rigor. This research is grounded in two theoretical frameworks: Motivational Theory and Involvement theory. The motivational theory is the first theory that applies to the strategies impacting a student's development to transition to college and the workforce. The research team will then use

the Involvement theory to determine the impact of authentic learning experiences on a student's enrollment in college or the force.

Motivational Theory

Motivational theory studies what drives a person to work toward a particular goal or outcome (Sands, 2022). When applying this theory as a practitioner, extrinsic and intrinsic factors help this theory become effective. The Extrinsic factors are external strategies that impact a student's development, for example, field trips (Sands, 2022). Intrinsic factors are internal things that affect a student's story, such as building relationships and meeting the student's needs. When both factors are applied, students will become more motivated to work towards their career and college goals. A student's level of motivation reflects on their engagement and contribution to a learning environment (Gopalan et al., 2017). Improving Student Engagement is why Motivational Theory is essential in this study. When discussing how to increase student college and workforce enrollment, motivational factors must inspire them to persist and want more for themselves and their families.

Involvement Theory

In a 1984 study, Alexander Austin found that students less involved in school were likelier to drop out (Astin, 1984). He defined Involvement Theory as "the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1984, p. 518). Based on Austin's Involvement Theory, students are more likely to persist through school when involved in authentic learning programs such as Trio, JAG, and FFA. Educators who implement authentic learning programs into their curriculum help expose students to learning outside the constraints of a classroom. Out of the five

postulates Austin created that support Involvement theory, "the amount of student learning and personal development is directly proportional to the quality and quantity of involvement," reflects the importance of this study (Milem & Berger, 1997, p. 387). Educators must make an intentional effort to expose students to programs that will develop them for post-graduation decisions.

Candidates' Perspective

The research group, REAL CASHE (Reimagining Education as Life, College/Career Access in Higher Education), has a background of working and being a part of programs that promote and provide authentic learning experiences and strategies for at-risk students. This group's perspective on advancing the at-risk student population after graduation relies on implementing authentic learning programs and strategies in the classroom. The programs and strategies mentioned in the literature review are examples of preparing at-risk students for the workforce or post-secondary institution choices. The student outcomes from the programs and strategies mentioned show why authentic learning experiences and strategies should be implemented in schools more often. With each member of REAL CASHE also having experience working with at-risk youth, we have seen firsthand how authentic learning experiences and strategies help at-risk students prepare for the workforce and post-secondary decisions. From observation, authentic learning experiences and strategies can change an at-risk student's life trajectory. These past experiences working with at-risk students and organizations that promote authentic learning experiences and strategies helped frame the problem. The lack of Authentic Learning experiences and strategies implemented in the classroom impacts students' post-secondary choices, low college enrollment rates, and worker shortages.

Problem Statement

There are currently insufficient programs to prepare students to properly transition from high school to the workforce or a post-secondary institution. The current worker shortage and the decrease in college enrollment evidence this. The rapid spread of the COVID-19 virus across the United States in 2020 resulted in federal mandates that moved the education of 47.7 million students to online instruction overnight (Riser-Kositsky, 2022). The total effect of this shift on students is difficult to quantify, and experts debate the long-term impact of digital learning on the employability skills of at-risk students (DiPietro, 2023). Historically, students in marginalized communities experience the most substantial academic and occupational preparedness losses. This results in a problem that leaves school leaders and communities responsible for creating solutions to address plans for preparing students for life after high school (Song, 2021).

On-the-job training, a form of learning by doing, is a method of attaining information about the needs of a job while being compensated for doing it. This is a preferred method for seeking employment when helping young people choose career paths, but too often, society pressures new graduates to attend college to be successful. "Since World War II, parents from lower socio-economic strata have increasingly seen value in formal education. Presently, a substantial percentage of parents from the lower socio-economic groups feel that college is necessary (Paschal, 1970), and little has changed in the last 50 years (Bragg, 2018; Rich 2021). As the price of college increases and society changes, students who identify as low-income or first-generation are looking for a way out of their circumstances. Unfortunately, the traditional classroom model does

not always lend itself to cultivating transferable skills. However, practitioners and students can apply Authentic Learning to all subject areas, not just CTE.

Many people work in fields outside of their degree. In the article "Philosophy Degrees and Sale Jobs," author Paul Fain stated that only 27% of college graduates work in their degree field (Fain, 2019). This phenomenon could be due to the need for the graduate to have more field experience. Therefore, authentic learning is vital when discussing career readiness for students and the learning experiences are vital to help bridge that gap between employers and graduates.

Purpose of Study

This study aims to show the impact of authentic learning experiences on student outcomes. The study will examine the implementation of authentic learning strategies in secondary education and how the implementation of authentic learning programs impacts post-secondary outcomes. Authentic Learning is an educational pedagogy designed to help students connect academic content with real-world activities, creating personal relevance. Like apprenticeships and internships, authentic learning experiences often involve students in kinesthetic, hands-on, activities that provide a more in-depth and profound understanding of the information and its utility. As the workplace rapidly evolves, students' critical thinking skills must be better prepared to pair previous knowledge with a current situation and implement novel solutions. The practice of acquiring knowledge through Authentic Learning prepares them to meet the needs of the global workforce. Education is the purposeful activity of expertise shared between individuals. In traditional educational systems, education involves the participating parties of student and teacher. The teacher is usually an adult who is the expert, and

students attend school to learn from those experts. Like all things in life, educational pedagogy is changing to meet the needs of a new generation. For years, education has focused on what to teach instead of how to prepare our students for post-secondary opportunities. This approach is one of the many causes of the educational deficits of underrepresented, minority, and low-income students. With this population of students facing several barriers impacting their learning style, educators need to create more innovative ways to teach.

Research Questions

This phenomenological study explores the inability of the education system to prepare students for post-secondary transitions to higher education or the workforce. The following research questions serve as a guide for this study:

1. How does authentic learning impact post-graduate decision-making in underrepresented students?
2. What are student perspectives on the effectiveness of authentic learning?
3. How do urban and rural students compare in response to authentic learning experiences?

Significance of Study

An essential function of public education is to prepare students for career success in a quickly changing world. The majority of careers in the global economy are not academic careers. The BLS reports that less than 6% of U.S. jobs are in the "Educational Instruction and Library Occupations" (BLS, 2021). Therefore, education must encompass more than academic Learning to be effective. In opposition to academic Learning, Authentic Learning is a form that focuses on real-world experiences. This dissertation

will research the value of authentic learning as demonstrated by authentic learning programs and strategies. We hope this analysis will identify strategies that will be valuable for educational practitioners to utilize in their classrooms regardless of grade level and subject matter.

Limitations and Delimitations

This qualitative study's limitations will be the data collected from the participants. Gathering information from a small sample group may limit the diversity of thought. The small sample size needs to adequately reflect the diverse population of school leadership and decision-makers expected to be informed by this research. Collecting data from a small population may yield data that needs to provide more information to develop conclusive findings, opening an opportunity for misinterpretation. Another limitation is the inability to accurately measure Covid's impact in this focus area.

The researchers will limit the study to students who have graduated in the last five years. The research teams hope this ensures that authentic learning experiences are fresh in students' minds and can adequately describe their impact. To maintain the scope of this study, the researchers will interview these students from 2 districts: St. Louis Public School District, located in St. Louis, Missouri, and Griggsville-Perry School District, located in Griggsville, Illinois.

Stakeholders

When defining stakeholders of authentic learning experiences and strategies, they are organizations and people with a common interest in and/or benefit from this technique. In this section, the research team will discuss its stakeholders and their importance to this study and topic. The research team must identify these stakeholders

because they are valuable to research success. With each stakeholder, the analysis would be more accurate and accurate. This section aims to inform practitioners that there are allies that support athletic learning experiences and strategies. Informing practitioners of the current stakeholders will also help with best practice methods in the classroom.

In this section, the research team will discuss two groups of stakeholders. The first group of stakeholders is called the Primary Stakeholders. The Primary stakeholders are those impacted by authentic learning experiences and strategies. The first Primary Stakeholders personally affected by our problem statement are students. Students are the ones who will benefit from authentic learning experiences and strategies, and they are also the most critical part of the study. The second primary stakeholders of this study are educators and practitioners. With educators/practitioners responsible for advocating, creating, and implementing authentic learning experiences and strategies into their classrooms and lesson plans, they hold a vital role in the success of authentic learning experiences. The third primary stakeholders in this topic are schools and educational institutions. These stakeholders are responsible for offering resources and creating an environment that promotes authentic learning experiences and strategies. The final primary stakeholders for this study are parents and families. Parents and families play a vital role in supporting and sometimes funding authentic learning experiences outside the classroom.

The second type of stakeholders the research team will discuss are secondary stakeholders. This group of stakeholders wants to support, promote, and provide resources and benefits from our Primary Stakeholders. The first group of secondary stakeholders are employers and industry partners. Employers and industry partners are

resources that provide internships, field trips, guest speakers, apprenticeships, and other work-related opportunities. The government and policymakers are the second group of secondary stakeholders directly impacting authentic learning experiences. This group directly impacts the policies, regulations, and funding for authentic learning experiences in the education school system. The Third Secondary Stakeholder is community organizations. Community Organizations collaborate with institutions that create more authentic learning opportunities inside and outside the classroom. The last group of secondary stakeholders is this society at large. Society benefits the most from authentic learning experiences because they lead to more skilled and educated workers who become better citizens who can contribute positively to the community.

Conclusion

When discussing authentic Learning, experiences, strategies, and programs are often the primary delivery vehicles. Without knowledgeable practitioners and administration, there will always be a disconnect between real-world applications from content taught in the classroom and what is required to join the workforce after graduation. Field trips, internships, and apprenticeships are excellent opportunities for authentic Learning. However, without a teacher who understands how to develop those relationships and get the best results out of students in K-16 and a supportive administration interested in being open to innovative "outside-of-the-box" thinking, authentic Learning cannot take place, and students will be disadvantaged.

Chapter 2: Methods and Design for Action

In this chapter, the research team will discuss the research methods, participants, instruments used to collect data, and data analysis. This study intends to show the impact that authentic Learning has on students' post-secondary college and career decisions. With the current decrease in college enrollment and worker shortage, preparing students for post-secondary opportunities is vital to our country's economic future. This dissertation challenges the traditional way of educating students through books and lectures by evaluating the effectiveness of authentic learning experiences and strategies on students from urban and rural backgrounds. Recent high school graduates will be interviewed to determine if a specific authentic learning experience helped shape their career/college choice post-graduation. Each interview will give the research team in-depth information on how impactful that authentic learning experience and strategy was. The purpose of this section is to explain the research team's chosen methodology and why it correlates with this topic. This section describes the reasoning behind each research question created by the research team. This section will also include information about participants and our reasoning. Lastly, the research team will discuss its data analysis and collection process. This section is significant because it is the compass that will lead the research team to findings that can improve education. This section will explain how the research team will gather and use data to determine the value of implementing authentic learning. This section is essential because it defines the different methodologies and why the methods chosen are superior to the others. The research team hopes to use this section to educate practitioners on collecting and gathering data to find new themes to improve the education system.

Research Design

Methodology

The research team will conduct a qualitative study instead of a quantitative or mixed-method analysis. Qualitative is a general classification of study that collects non-numeric data through interviews and observations (Creswell, 2012). The research team has chosen a qualitative study because the open structure allows it to adapt and take a "deep dive" into new information as it is presented (Rahman, 2016). For example, during a qualitative interview, the team may find information that opens a new direction of interest. The research team prefers this method because, at this point, it is unclear what information they will find. A qualitative study allows the team to pivot and ask further questions about this topic.

The research team has chosen to use a qualitative method known as phenomenological study. A phenomenological study seeks to explore a phenomenon through the lens of those who experienced it (Coopman, 2017). Phenomenological research can utilize anything from conversations to interviews and even observation. With this type of study, the research team will be able to interview high school graduates who experienced the phenomenon of authentic Learning. By interviewing graduates, we will be able to identify any correlations between the authentic Learning they experienced in high school and how it impacted (or not impacted) their professional pathway.

Other Considerations

For a time, the research group considered a quantitative and a mixed methods study. Quantitative studies collect numeric data through methods such as polls and cross-examining databases. A mixed-methods study combines these two research designs into

one overarching study. The team rejected a quantitative study because of the challenge of finding a large enough sample group to map correlations accurately. They also left a mixed method approach because of the intensity and resources required to carry with it (De Loo & Lowe, 2011). The team believes this study to be timely and relevant and, therefore, would produce accurate results quickly.

The research team considered other types of qualitative studies. One method considered was an ethnographic study, which aims to identify cultural trends among a research group through direct observation (Creswell, 2012). The team abandoned this method because both research team members no longer work in urban and rural school districts, making it hard to analyze the current culture.

Research Questions

Covid-19 Impact

When discussing the impact of Covid-19, one can't ignore the problems it has caused to our education system and workforce. The stay-at-home order affected not only school districts across the nation but local businesses as well. Thousands of students were forced to transition from in-person to virtual learning for two years. Due to this transition, extracurricular programs and activities (ECA) took a major hit. Before the pandemic, 93.9% of elementary schools and 97% of secondary schools offered some extracurricular activity (Gomez-Lopez, 2022). As a result of the pandemic extracurricular activities decreased to 18% in elementary schools and 70% in secondary schools (Gomez-Lopez, 2022). This decrease in ECA overall impacted the opportunities students would have after graduating high school. This impacted the pipeline for students to enroll in college after high school and its pipeline to employment. Virtually learning impacted the

development of students holistically. The pandemic stopped field trips to businesses; it ended internships, guest speakers, and college visits. All the things that were considered authentic and that impacted a student's decision after school came to an end. The pandemic also forced workers to stay at home if their jobs weren't considered "essential." In 2020, the pandemic destroyed nearly 1.2 million jobs from May 2020 – August 2020 (Decker & Haltiwanger, 2022). This caused the unemployment rate to increase to an all-time high of 14.8% (Sullivan, 2023). Since the pandemic, there has been an increase in job openings. Currently, there are 1.6 jobs available for every unemployed person in the country; this is a .4 increase to the number of jobs available before the pandemic (Sullivan, 2023). This has caused the current worker shortage across all business markets, specifically in the labor fields. For example, in a 2022 report from the U.S Bureau of Labor Statistics, there were 434,000 job openings in the construction industry, with 389,000 people unemployed in that same industry (U.S Bureau of Labor Statistics, 2022). This was also a common theme in the retail industry, with there being 1.14 million job openings and 720,000 people unemployed (U.S Bureau of Labor Statistics, 2022). This leads us to our problem statement that the post-pandemic United States economy is facing a crisis due to the lack of skilled labor. This is linked to the education system's inability to adequately prepare students for post-secondary transitions to higher education or the workforce. This study seeks to learn how impactful authentic learning experiences are to a student's post-secondary decisions after graduating. This study aims to show the importance of authentic learning experiences and strategies to practitioners, hoping they will implement this way of teaching in their lesson plans.

The research questions revolve around the relevance of Authentic Learning Experiences and Strategies. Since we are drawing from two distinct school districts, we can compare authentic learning and its execution.

The Rationale

The research team developed three research questions to find specific themes related to authentic learning experiences and student outcomes. For example, was the student involved in organizations, field trips, internships, and classroom activities catered toward college and career? The research team also hopes these three research questions will address the current problem of decreased college enrollment and worker shortage nationwide. These questions were formed based on the research problem statement: "The post-pandemic United States economy is facing a crisis due to the lack of skilled labor." This crisis may be linked to the education system's inability to prepare students for post-secondary transitions to higher education or the workforce." This problem statement is the pilot to the research questions formed and is the root of why each research question is significant. The current state shows that something must be changed in our education system to help students better matriculate to college and enter the workforce. As this issue becomes more of a reality, this topic becomes much more critical. These questions will also uncover if authentic learning experiences were influential in preparing students to succeed in either attending college or entering the workforce. Each research question also represents the methodology chosen by the research team: "Phenomenology. "Phenomenology is the study of structures of consciousness as experienced from the first-person point of view. Each question helps discover a person's perspectives on the impact of authentic learning experiences. The common themes found will determine the impact

of authentic learning experiences. Lastly, these research questions will help defend the research team's theoretical framework of Involvement theory. This theory states that students involved in co-curricular activities are more likely to persist and graduate. The research team suspects that the data will show that students engaged in authentic learning experiences are more likely to continue and graduate.

RQ1: How does authentic learning impact post-graduate decision-making in underrepresented students?

RQ2: What are student perspectives on the effectiveness of authentic Learning?

RQ3: How do urban and rural students compare in response to authentic learning experiences?

Participants

This study will draw participants from two high schools: Sumner High School (SHS) and Griggsville-Perry High School (GPHS). From each school, there will be two random participants from each class that has graduated over the last five years (class of 2018 to 2022), for a total of 20 participants. A gatekeeper from each district will grant access to the participants. Gatekeepers are an essential part of qualitative research. They provide researchers access to data sources and participants (Arthur, 2019). This study's guidance counselors from SHS and GPHS will serve as gatekeepers.

The team chose recent graduates so that the data collected will be current. The range of five years was determined because this is enough time to map a career trajectory. Most baccalaureate degree programs are four years. With 2018 graduates who chose this path, we can see the possible impact of authentic learning on matriculation and workforce transition.

Data Collection and Analysis

Modern technology has improved both the capabilities and the honesty of researchers. Online platforms such as Zoom allow researchers to conduct qualitative studies across the limitations of geography. Live recording and data storage have forced researchers to be honest in their data collection. If the survey results are in question, the team will reference the recordings as necessary. The research team will use modern technology to ensure an effective and valid analysis.

Instrumentation

Zoom and Microsoft Teams will be used to conduct interviews. Participants will be allowed to choose the most convenient platform, as the result will be the same. Both platforms have the option to record and save to a .mov file. These platforms also generate transcripts based on the conversations.

Each researcher will maintain a reflective journal throughout the data collection process. Anne Annink writes that a reflective (research) journal "is a tool for observing, questioning, critiquing, synthesizing, and acting" (2016). Both researchers will maintain reflective journals on a secure Google Docs files. After each interview, researchers will write at least a paragraph in their reflective journal. Each researcher will remove identifiers from their journal. The other researcher will proofread the journal to ensure this. Reflective journal entries will be included in the appendix of this study.

Sampling Strategy

The researchers will interview ten students from each of the selected districts, the St. Louis Public School District and Griggsville-Perry School District. The Districts will be asked to randomly select two student graduates from each of the following years:

2018, 2019, 2020, 2021, and 2022. Each participant will be contacted by email explaining why the research team was conducting this research and how their participation was vital to this study. Each student will participate in a 30-minute interview recorded on Zoom. During this interview, participants will be asked questions encouraging them to answer through storytelling from their perspective and experience.

Interview Questions

After reinforcing the definition of authentic learning, participants will be asked the following questions:

1. First, tell me a little bit about yourself and what you have done since graduating high school.
2. Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?
3. What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?
4. How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?
5. In what ways did authentic learning experiences influence your decisions about your education or career path after high school?
6. How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

7. How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?
8. Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?
9. Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?
10. Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?
11. Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?
12. Is there anything else you want to tell us?

Transcription

The research team transcribed and proofread all the interview MOV files using Otter.ai and Notta.ai. Otter.ai is a productive web-based transcription service that uses AI to transcribe conversations and take notes during meetings (St-Esprit, 2023). Notta.ai is another well-reviewed transcription service that is fast and reasonably accurate (Sruthy, 2024). Transcribing qualitative data is critical in research, particularly in fields where interviews and focus groups are common data collection methods. Tools like Otter.ai and Notta.ai have become increasingly popular due to their ability to automate transcription, saving researchers significant time and effort. Manual transcription is a time-consuming process that can take several hours for a single hour of audio (McLellan et al., 2003). Automated transcription tools can transcribe audio in real-time or near real-time,

allowing researchers to focus on data analysis rather than the tedious task of transcription. This increased efficiency can expedite the overall research timeline, enabling faster progress in dissertation work.

Otter.ai and Notta.ai offer more affordable subscription models, making them accessible to students and researchers with limited budgets. This cost-effectiveness can be particularly beneficial for graduate students who may fund their research independently. Otter.ai and Notta.ai provide user-friendly interfaces and are compatible with various devices, including smartphones and computers. This accessibility ensures that researchers can transcribe audio recordings anytime and anywhere, providing greater flexibility in managing their research tasks. Additionally, these tools offer features such as speaker identification, time-stamping, and keyword highlights, which can facilitate the organization and analysis of qualitative data. Otter.ai and Notta.ai can integrate with other research tools and platforms, such as Zoom, Google Meet, and Microsoft Teams, to transcribe online meetings and interviews. This integration streamlines the data collection process and ensures all audio recordings are easily accessible and transcribed. Such seamless integration can enhance the overall workflow of the dissertation research process (Creswell, 2013).

Despite advancements in AI and natural language processing, automated transcription tools like Otter.ai and Notta.ai are not infallible. They can produce errors, particularly with accents, dialects, background noise, and overlapping speech. Dialects and speech patterns may alter the transcripts created. For example, a transcription software may not recognize the difference between words like "except" and "accept" or "are" and "our." Transcription also does not detect who is speaking. Automated transcription tools

transcribe speech verbatim without understanding the context or meaning behind the words. This lack of contextual awareness can lead to misinterpretations or missed nuances in the data, which are crucial for qualitative research. These inaccuracies require some editing and verification, and researchers must carefully review and contextualize the transcriptions to ensure the data accurately reflects the participants' intended meanings (Bazeley, 2013). Using cloud-based transcription services raises concerns about data privacy and confidentiality. If improperly secured, sensitive or personal information shared during interviews may be vulnerable to breaches; therefore, researchers must ensure that they comply with ethical guidelines and data protection regulations when using these tools (Markham & Buchanan, 2012).

Otter.ai and Notta.ai offer valuable benefits for qualitative researchers, including increased time efficiency, cost-effectiveness, enhanced accessibility, and integration with other tools. These advantages can significantly streamline the transcription process, allowing researchers to focus more on data analysis and interpretation. However, the limitations of these tools require that we listen to the recordings and edit the transcripts to ensure accuracy and reflect the context of the responses. The transcriptions were pasted into a Google Doc file where all indicators were removed. A copy of the transcripts, with identifiers removed, will be attached to this dissertation. The transcripts and interview recordings will be stored securely until the dissertation is completed and published.

Coding and Thematic Analysis

Thematic analysis can be conducted through various methods, each with advantages and challenges. Manual analysis is the traditional approach, which doesn't require specialized software and is accessible to everyone. However, it is resource-

intensive and prone to researcher bias and human error. Alternatively, thematic analysis software automates theme generation but often necessitates manual data tagging and training. Such software may struggle with accurately recognizing human speech patterns. The latest advancement in this field is thematic analysis with natural language processing (NLP) technology, which enables faster and more accurate automated coding and theme generation (Symanto, n.d.).

The process of manual thematic analysis, specifically the Reflexive TA method developed by Virginia Braun and Victoria Clarke in 2006, involves six essential steps (Terry & Hayfield, 2021). The first step is familiarization, where researchers immerse themselves in the data by reading through it multiple times to gain a deep understanding, making initial notes of observations on each data item and the entire dataset. Next is coding, where researchers identify important and relevant features within the data and label them with codes, ensuring thoroughness by repeating this step at least once.

Following coding, the third step is theme generation, where all codes are reviewed and organized into broader themes and patterns that represent a shared meaning underpinned by a central concept. The fourth step, theme review and development, involves comparing the themes against the entire dataset to ensure their relevance to the research question, refining or discarding themes as necessary.

In the fifth step, refining, defining, and naming themes, researchers develop a detailed analysis and clear definition for each theme, providing succinct and informative names to ensure clarity and understanding. The final step, the write-up, involves developing an analytic narrative that integrates all relevant themes into a comprehensive

report or academic paper, creating a coherent narrative that effectively communicates the findings.

The initial intent was to use software to code and cross-examine interview data to draw conclusions and search for cultural similarities. The software under consideration was Nvivo, MaxQDA, Quirkos and FreeQDA. Nvivo and MaxQDA are comprehensive systems that can handle extensive studies, whereas Quirkos is more intuitive and may have been a better fit for the size of our study. FreeQDA is one of the stronger free programs and may also have been sufficient for our needs. Manual thematic analysis, however, offers a robust approach to understanding qualitative data despite its challenges. Following the Reflexive TA method's six steps, researchers can systematically uncover meaningful patterns and themes, transforming raw data into valuable insights. We ultimately chose this approach with some assistance from ChatGPT 40 as a third member of our team in the iterative process.

ChatGPT offers significant strengths for thematic analysis, particularly in enhancing efficiency and providing additional insights (Lee, van der Lubbe, Goh, & Valderas, 2023; Yan et al., 2024). Its ability to quickly handle large volumes of text and generate meaningful codes and themes makes it a valuable tool in streamlining the iterative process of thematic analysis. ChatGPT can generate initial sets of codes from interview transcripts, which can then be refined by human researchers. Despite these advantages, there are notable drawbacks to using ChatGPT for thematic analysis. One major limitation is the AI's lack of deep contextual understanding, which can result in superficial or incomplete themes. ChatGPT may miss underlying emotions or implicit themes that human analysts would readily detect, necessitating a thorough human review

of the AI-generated output. Additionally, the quality of ChatGPT's analysis depends on the prompts given and the training data it was based on, which may introduce biases and inaccuracies. Therefore, while ChatGPT enhances the thematic analysis process, it should be used as an additional team member providing fresh perspectives and alternative interpretations, thus contributing to the depth and diversity of the analysis in conjunction with human expertise to ensure a comprehensive and accurate interpretation of qualitative data. For this study, the researchers used a primarily manual approach to thematic analysis with assistance from ChatGPT 40. The emerging themes and subthemes will be determined through an iterative process relying on the researchers' experience, insight, and contextual awareness, as well as input from the generative large language AI platform, ChatGPT.

Validation Strategies

Qualitative research is subject to criticism and debate. A good study must be able to defend the validity of its results. Validity ensures that the results of a survey are transferable. The research team hopes this study can create positive change in educational policy. Therefore, we must prove the validity of our research so that stakeholders can make meaningful generalizations.

Triangulation will be an essential validation strategy for the team. John Creswell defines triangulation as "the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in description and themes in qualitative research." REAL CASHE will acquire qualitative data from 20

individuals across two different school districts from five years of graduating classes. This diversity will ensure that proper triangulation has occurred.

Potential issues result from the researchers having a background in the districts of the participants. As explained in this chapter's Candidate's Perspective section, Cameron Conner was employed by SLPS for a time, and Evan Sheppard was used by GP CUSD 4. There is potential that the recent graduate being interviewed is one of the researcher's previous students, which could affect what they are comfortable revealing in an interview. To relieve these concerns, the researchers will share the interviews from each district. Five of the ten interviews each researcher conducts will be from each section. The participants chosen from each graduating class will be random to ensure the researchers do not curate the list of interviewees to alter results.

Ethical Considerations

The University of Missouri, St. Louis (UMSL) requires all dissertations and university-sponsored research on human subjects to be approved by the college's institutional review board (IRB). The National Research Act of 1974 mandated this, which established IRBs (P.L. 93-348). UMSL strives for a diverse and open-minded IRB and states, "Members of the committee come from a variety of disciplines, including one member whose primary concerns are nonscientific and one member who is not affiliated with the University" (UMSL).

Using the framework from Sharan Merriam and Elizabeth Tisdell's *Qualitative Research: A Guide to Design and Implementation, 4th Edition*, we have developed a criteria of 5 critical ethical considerations for our research (2016). These considerations include informed consent, confidentiality, minimal risk, reciprocity, and data

transparency. In this section, we will explain how our study is compliant with these considerations.

Informed Consent

More is needed for the study to be voluntary; participants must also be fully informed of the study's intention before consenting to involvement. We will limit our samples to legal adults, ensuring the legality of their consent. We are considering using gift cards as an incentive for participation. After developing the participant list, the team will reach out to them via email to explain the intent of the study. When participants reply to the email, they will provide or withdraw their consent to the study. A copy of the email is below:

“Hello [Name of Possible Participant],

My name is [Researcher name], and I am completing my doctoral research at the University of Missouri St. Louis. For this study, I am seeking the input of recent high school graduates like yourself.

With your valuable input, I hope to evaluate the effectiveness of "authentic learning" in post-high school transitions. Authentic Learning is education that focuses on applying knowledge to the real world. You may have experienced lots of authentic learning in school. You may have had little or none. Regardless, I would love to hear about it and discuss how it impacted your life after graduation. This information will be beneficial in determining the future direction of the American education system.

If you are interested, I would like to schedule a 30-minute Zoom call to discuss this topic. The information gathered will be kept confidential. Names and

identifying data will be redacted, allowing you to speak freely and honestly without consequences. If at any time you are uncomfortable or wish to terminate your participation, you are free to do so. Please reply with your interest in being involved in this critical research.

Best regards,

[Researcher Name]”

Confidentiality

Keeping participants anonymous is an ethical consideration and vital for extracting accurate data. Participants are more likely to speak openly when they know the information is confidential. To ensure anonymity, participants will be interviewed individually. Only the researchers will see the source of each piece of data. There will be no primary identifiers in the data, and names will be redacted. The only identifiers present will be the classification of the participant's district (urban or rural) since this will be needed to identify cultural similarities and differences. UMSL will securely store all anonymized data.

Minimal Risk

Given the anonymity of this study and its nature of online interviews, it complies with the UMSL IRB definition of minimal risk in that participation in the study does not provide a greater chance of harm or discomfort than everyday life.

Reciprocity

Ethically, research must benefit the participants. We consider participants to be stakeholders in this study. Although they are recent high school graduates, some participants have or will have children in the education system. The product of this

research will be beneficial in determining the integration of authentic Learning for those children. Some of these participants will go on to be employers in their communities. Determining the value of authentic Learning in workforce transition will be beneficial in preparing future employees of the company.

Data Transparency

Transcripts of the interviews will be made public and attached to this document after the identifiers have been removed. All field notes and reflective journal entries will be included in the index of this report, with the identifiers removed. This transparency will minimize the risk of data being manipulated and presented out of context.

Researcher Background

Cameron Conner

"When telling my background, the statement "You do not choose your purpose; your purpose chooses you" comes to mind. Being a first-generation college student—athlete who graduated high school with a 2.3 GPA and a 16 on the ACT, college almost was not attainable for me. Being involved in football, basketball, track, and multiple student organizations in high school helped going to college become a reality. I was a part of an organization called Gear Up. This program was designed to follow the class of 2011 from freshman to senior year while exposing them to college and career opportunities. Being in this program told me about the college-going process and significantly impacted my post-secondary decision to attend college.

After graduating college, I started working for a similar organization called Missouri College Advising Corp (MCAC). This program helps at-risk high school students attend college in rural and urban schools. The students I served in this program

mirrored who I was in high school: first-generation, low-income student–athlete. As their college advisor, I was tasked to take them on college visits, American College Testing (ACT) tutoring and registration, Free Application for Federal Financial Aid (FAFSA) registration, and College Application workshops. Each of these experiences helped expose each student to college. With this exposure, 100% of the students applied to at least one college, and 100% were accepted into at least one college. This was the second time I have witnessed that when students are involved in organizations providing authentic learning experiences, they are more likely to persist, attend college, or enroll in the workforce.

After working for MCAC, I started working for an organization called Jobs of America Graduates. This program was designed to help high school students not projected to attend college find career opportunities after graduation. One unique thing about this program was that we had to follow the students for one year after graduation and assist them with employment opportunities. Being stationed at Sumner High School, the First Black High School in St. Louis, allowed me to witness how essential authentic learning programs are to underrepresented students. My professional and personal experiences are why creating college access and career readiness opportunities for students is a purpose of mine. I have seen firsthand multiple times how the experience of authentic Learning can impact a student's post-secondary decision. These experiences drive my why in the process of pursuing my doctoral degree. With this research, I want to show how crucial authentic learning experiences and strategies are and their positive impact on student's post-secondary career /college matriculation.

Evan Sheppard

"My professional path has been full of twists and turns, but authentic Learning has been a common theme. I was born from a long lineage of farmers and ranchers. I grew up in the emptiness of southern Illinois outside of the village of Pearl, population 103 (US Census Bureau, 2020). I rode a bus almost 30 miles to the nearest public school on weekdays. In the summers, my father set me behind the steering wheel of a tractor to work the fields and bail hay long before I could legally drive a car.

As a high schooler in the early 2000s, I saw students' worth determined by their test scores. This came from the Bush Administration's No Child Left Behind Act, which held schools accountable for test scores (H.R. 1, 2001). In rural schools, the angst of performing well on state and national tests was high because one student's score represented a significant percentage of the population. Since most testing represented college preparatory skills, students with academic promise were discouraged from taking CTE courses and pushed toward academic Learning instead of authentic Learning.

This era of education indirectly contributed to the rural brain drain of communities such as Pearl, Illinois. As discussed in the *Local Context* subheading of Chapter 1, careers in rural America are often trade-driven and prefer experience over degrees. Students pushed to college prep over CTE courses were less desirable for entry-level industry jobs after high school graduation. Therefore, many chose to attend college. After years of college, these students needed more experience to compete against their peers who chose the workforce. This resulted in a displacement of people, as much of my generation left to seek careers they were qualified for.

Witnessing the decay of my small community prompted me to pursue a career as a high school CTE teacher to do my part in reducing the rural brain drain. I received a bachelor's degree from Western Illinois University in agriculture education. During this time, I had summer internships as a soil conservationist and a cattle barn manager. I was mortified by how little of my college education was helpful at these jobs. After graduation, I taught agriculture sciences and industrial technology in rural high schools.

After seven years of public education, I shifted focus to adult authentic learning programs and workforce development. I am a customer training specialist for Intralox, LLC, an automated equipment company out of New Orleans, Louisiana. As a customer training specialist, I design and deliver training for mechanics who work on our equipment. All training must be authentic and immediately transferable to please stakeholders and customers. My experiences with authentic Learning will be valuable in framing this study.

Conclusion

In conclusion, REAL CASHE has decided to conduct a qualitative study known as phenomenology to explore the phenomenon of authentic Learning. We will use this study to answer our three research questions:

RQ1: How does authentic learning impact post-graduate decision-making in underrepresented students?

RQ2: What are student perspectives on the effectiveness of authentic Learning?

RQ3: How do urban and rural students compare in response to authentic learning experiences?

This study has considered several ethical considerations, such as informed consent, confidentiality, minimal risk, reciprocity, and data transparency. The members of REAL CASHE have shared an interest in this topic, as authentic Learning shaped both of their professional paths.

Chapter 3: Actionable Knowledge

This chapter explores determining our research questions, reviewing data collection, and instrumentation in a phenomenological study. We will analyze the coding results to discuss the emerging themes and subthemes, compare our two participant groups, and finally, answer the research questions with the data collected.

Our research team chose a phenomenological, qualitative study to capture the perspectives of those who have experienced the phenomena under investigation. This approach was deemed appropriate for understanding students' experiences and opinions on the effectiveness of authentic learning experiences and strategies in their post-graduate decision-making.

Phenomenological research explores participants' lived experiences, making it ideal for our study, which seeks to understand the impact of authentic learning on vulnerable students. The qualitative approach allows for in-depth exploration of the participants' perspectives, helping to answer the following research questions:

1. How does authentic learning impact post-graduate decision-making in vulnerable students?
2. What are student perspectives on the effectiveness of authentic learning?
3. How do urban and rural students compare in response to authentic learning experiences?

These questions are centered on the participants' experiences with authentic learning strategies.

After receiving IRB approval, we contacted the administrations of St. Louis Public School District and Gregg-Perry School District to request permission to contact

graduates from the 2018, 2019, 2020, 2021, and 2022 classes. Each district randomly selected ten students, two from each class, to participate in the study. The participants were emailed about the purpose of the research and the importance of their involvement.

Our sample consisted of half urban and half rural students, providing a basis for comparing similarities and differences. Each participant took part in a 30-minute Zoom interview, where they were asked a series of questions designed to elicit detailed, storytelling responses based on their personal experiences.

We used several data collection and coding instruments: Zoom, Otter.ai, Notta.ai, and ChatGPT 40. Zoom was utilized to record the interviews and generate transcripts, a feature that proved invaluable for accurately capturing participants' quotes. Otter.ai and Notta.ai helped improve the Zoom transcriptions. The researchers then coded and evaluated these transcripts in an iterative process with the assistance of ChatGPT to identify common themes. Each identified theme was recorded to track its frequency of mention. We then compared the themes found among urban students to those found among rural students. These comparisons are detailed later in the chapter.

By detailing the research design, sampling strategy, and data collection instruments, we set the stage for a thorough analysis of the themes and subthemes that emerged from the data. This comprehensive approach ensures the validity of our findings and provides actionable knowledge for practitioners looking to enhance student outcomes through authentic learning experiences.

Data Analysis

In this section, we will analyze each research question and discuss how they were adequately or inadequately answered by the results of the study.

The first research question, “How does authentic learning impact post-graduate decision-making in underrepresented students?” was answered by the following questions in the interview protocol:

2. What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?
4. In what ways did authentic learning experiences influence your decisions about your education or career path after high school?
5. How well do authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

The research team found that authentic learning substantially impacted the decision-making of underrepresented students. It was found that 60% of the participant’s pathway immediately following high school was chosen based on authentic learning programs they were enrolled in. Yet, this may not have always been positive, as some participants have changed their direction since then. For example, one participant was influenced by a mechanics class in high school to enroll in a trade school immediately upon graduation. After completing trade school and working a few years as an electrician, this participant has decided to enroll in a college for business management.

This reveals a limitation of the data collected, as it only showcases participants' progress up to five years following high school graduation. For example, one participant from the rural group dropped out of college to become an entrepreneur after being influenced by business management courses. One must wonder if they will still think this was a good decision ten years from now.

The second research question, “What are student perspectives on the effectiveness of authentic learning?” was answered by the following questions in the interview protocol:

1. Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?
3. How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?
6. How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?
7. Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?
8. Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

Across both sample groups, participants had a unanimously positive opinion of Authentic Learning. They frequently cited it as superior to traditional learning. Themes arose that authentic learning was more effective because its relevancy provided greater engagement and motivation. It was also found that CTE educators are held in high regard by their students, partly because they are more likely to use authentic learning strategies such as field trips and PBL, which participants preferred.

The third research question, “How do urban and rural students compare in response to authentic learning experiences?” was answered by the following questions in the interview protocol:

11. Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

10. Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

This research question was found by comparing the themes and subthemes that surfaced in the qualitative data. We found several unanimous opinions across both groups, such as that authentic learning was superior to other methods. But we also found differences in how internships were conducted (or lack thereof in the case of the rural group), and in the CTE courses offered at rural and urban school districts, primarily noticing a much greater focus on agriculture and skilled trades in rural districts.

Analysis Methods

The research team transcribed and proofread all of the MOV files from the interviews using Otter.Ai and Notta.ai. The transcriptions were pasted into a Google Doc file, and all indicators were removed. Both Otter.Ai and Notta.Ai assisted in the coding process along with ChatGPT. Themes were identified through an iterative process until two overarching themes surfaced:

Theme 1: Authentic Learning as a Catalyst for Career and Skills Development

Theme 2: The Effectiveness of Career and Technical Education

Themes

This section will discuss the themes that emerged from our research. Participants will be listed by their school district (GP or SL) and their assigned number. For example, the first participant from St. Louis Public Schools Participant One will henceforth be referred to as SL1, and the third participant from Griggsville-Perry Community Unit School District Participant Number Two will be referred to as GP3. Two overarching themes, several subthemes, and one overlapping theme arose during the coding process. They will be discussed in this section.

Theme 1: Authentic Learning as a Catalyst for Career and Skills Development

The first overarching theme that arose is that authentic learning programs promote career awareness and readiness. The participants of both sample groups unanimously cited this. Within this theme, three subthemes emerged. These include the value of internship programs, activity involvement, and college/career fairs.

Subtheme 1: Positive Influence of Internships on Career Pathway Choices

Urban students cited Internship programs as valuable, including secondary-based internships such as Earn and Learn, an SLPS program designed to give high school seniors credit for working during part of the day. Participants cited them as being effective in making post-graduate decisions. SL5 was involved with Earn and Learn as an intern at [redacted] in the economic department. She explained how she thought she wanted to pursue a career in banking, but this experience showed her that this is something she didn't see herself doing as a career. This shows how important it is to get authentic learning experiences early in the career fields you think you want to pursue.

“Working in the bank setting showed me this is something I don't want to wake up every day and do.” (SL5)

After working in this internship and finding out that banking was not what she wanted to do, SL5 started to explore other career options. SL5 would pursue another internship in the home healthcare field. SL5 explained that working a job in home health care helped her decide that the medical field is where she wants to work as a career.

“After getting attached to a patient and seeing all they went through, I was pulled into the medical field. Now that I am working in this field, I enjoy helping people who cannot help themselves.” (SL5)

Having an authentic learning experience working in home health care gave SL5 the confidence and motivation to pursue a career field in the medical industry. This shows the impact of authentic learning programs when helping students decide which career path to follow.

Subtheme 2: Positive Influence of Extra-Curricular Activities on Soft Skills

Development

Several students discussed how participating in a specific organization or intra/extra-curricular activity helped them make decisions after high school. SL5 explained how she was part of an all-women's organization that exposed her to authentic learning experiences. In this all-women organization, she discussed semester and year-long goals and accomplishments. When asked what she learned from this organization that she can apply to her current endeavors, she mentioned how it helped her express herself and communicate better. The research team asked a follow-up question on how she applied what she learned from this organization to her current job. She explained how

she applies it to her job in home health care and working with different people who need help. After being asked how this organization prepared her for the real world, SL5 responded.

“It helped me develop social skills and work as a team.” (SL5)

These soft skills are very important for students to develop early, so once they are in their career field, like SL5, they are more likely to be successful. SL5 was also an active member of JAG. While in this program, she learned how to build a resume. Her learning how to create a resume helped her land her current job in home health care. The authentic learning experience of creating a resume helped her with her future endeavors. Lastly, while asking SL5 how authentic learning experiences helped develop her critical thinking and problem-solving skills, she mentioned how the all-women group was full of women her age who were going through the same issues that she was facing. Hearing their problems and how they solved them helped her become more confident in dealing with the issues she was facing.

“Being in that organization (JAG) helped me become more open, which in the long run helped open more doors for myself since I know how to communicate better about how I feel about certain issues.” (SL5)

Advocating for yourself and dealing with daily workplace issues is important to career growth as a professional. Within the rural group, many students were active in the National FFA Organization, contributing to career awareness and personal growth.

“Within FFA, you learn a lot of different character skills that go with you, not just in your job, but in your day-to-day life, especially when it came to leadership roles and officer roles.” (GP3)

CDEs, or FFA contests, were cited as being especially valuable.

“I'd say probably the public speaking contest through FFA my senior year. I can't say that I ever had to worry very much about being ineligible and not being able to compete because of my grades. But it was something I was passionate about and looked forward to doing. And again, I gained life skills because of it. Public speaking is something that everybody looks for in a candidate.” (GP9)

Chapter and community-level FFA events, such as the chapter banquet and helping with the town's Apple Festival, were cited as important in developing soft skills that participants found valuable following graduation.

“During FFA, when setting up for Apple Festival, we all needed the communication of who's bringing trailers and he's all going to be there to help move picnic tables and the one in the shop goes back to when we were building tables, chairs, all that we had to communicate who have what and some of us had to help the other people.”

“So like working together to our FFA banquet and stuff. We had never done that before. So myself and coming together with others and yourself to all try to figure out a plan to create this banquet that had ever happened before, hadn't happened in, in ages. So, ultimately, come to be something that they're still doing in the chapter today. I feel like that was a big part of, you know, everybody had to have their own opinions heard and had an idea of some sort or some way to put everything together to get it to work. And then that led me, whenever I was in Navy, to become a supervisor and know how to train the guys below me to get the

job done effectively as well and taking their ideas to make my job easier, or to make their job easier.” (GP1)

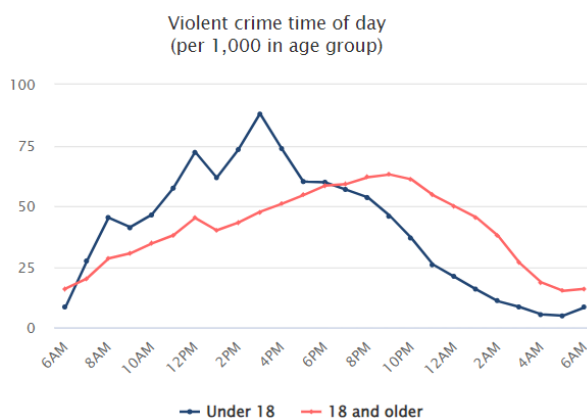
“I'd say that mostly pertain then to within officer roles within FFA. You had to learn like as president, you had to learn how to manage your team and oversee a group of people. And I think that as I've gone through, especially school, and then now within my job with working with people, I think that's helped a lot and helped me pertain skills that have helped me able better to lead and to just get tasks done with multiple people.” GP3

Eight out of the ten urban participants were student-athletes, two receiving an athletic scholarship to attend college. SL2 stated how her coach played a major role in her decision to attend the University of Central Missouri. She explained that after her coach took her on a campus visit there, she knew that attending that college was the right decision after graduating high school. SL9 also mentioned how his coaches played a major role in him attending college and receiving a full-ride scholarship to play football. SL9 was a student-athlete who didn't have much support at home. His coaches would pay him to attend college football camps, which helped him receive a full-ride scholarship.

This theme reflects the impact of the research's team Theoretical framework: Astin's Involvement Theory. This theory states that involved students are more likely to persist through school and have positive outcomes. This theme shows that students involved in extracurricular activities as a form of authentic learning are more likely to have positive outcomes after graduation. In 2018, a study was performed on youth crimes based on time of day. Per 1,000 youth who committed a violent crime, 65% of those crimes were committed at 3 pm in the daytime after school. This study is important to the

research team's findings because each of the participants was in high school during this study. Athletics tend to occur right after school is over. With 8/10 participants participating in sports after school, they were less likely to commit a violent crime. The graph below also shows that students commit violent crimes more when school is in session than when school is out. Despite these statistics, schools nationwide, specifically in the inner city and rural areas are cutting athletic programs and extracurricular activities after school. Having extracurricular activities and sports for students to participate in after school is vital to their success. Since COVID-19, high schools nationwide have experienced budget cuts of between 20% and 50% (Solomon, 2020). This has impacted after-school activities indefinitely. In a 2017 study, only 39% of students participated in high school sports. Urban and rural areas were recorded at an all-time low, 32% by urban students and 27% by rural students (Solomon, 2020). Students in rural and inner city areas are less likely to be involved in extracurricular activities, which puts them at more risk than their counterparts. Several of the participants that were student athletes mentioned that their coach played a major role in their decision after high school.

Figure 4



Source: Office of Juvenile Justice and Delinquency Prevention.

These students are living testimonies on how important extracurricular activities such as sports are for students. It gives students something to do after school and adds an extra positive role model in their life with their coach. Being involved in an intracurricular activity (such as FFA) or an extracurricular activity (such as sports) forces students to be present in academics.

Subtheme 3: Value of College and Career Fairs in Career Awareness

Participants cited college and career fairs as valuable tools in promoting career awareness. College and career fairs may be sanctioned formally by a school or informally by an organization such as JAG or FFA. GP6 cited the career fair held at the National FFA Convention, which he attended as a high school junior in Indianapolis, Indiana, as influential.

“At the National (FFA) Convention, you got to go around the booths and see all the companies like [redacted], which is a company I've been looking at working for.” (GP6)

GP6 has since majored in business management and is pursuing a career with said company. When asked if he could give an example of authentic learning, SL4 mentioned that, in high school, he attended a job fair where Job Corps talked to him about career opportunities.

“The job fair made me look at different job opportunities and showed me that I don't have to work a regular job after high school and that I can be something in life.” (SL4)

This statement puts into perspective how the job fair SL4 attended helped him decide to attend the Job Corps after graduation. SL2 also discussed the value of career conferences his teacher prompted students to attend.

“Every year of high school, his teacher would take him to Jefferson City for a week-long conference.” (SL2)

This conference sparked his interest in attending school in Jefferson City and studying law. He explained how every year, he would attend a week-long conference in Jefferson City, the state capital, where he learned about laws and how they are passed. SL2 then explained how, during this conference, they would participate in authentic learning experiences where they had to act as Legislators or Judicial lawyers and debate mock cases.

“Attending that conference sparked my interest in becoming a lawyer and wanting to go to law school.” (SL2)

Theme 2: The Effectiveness of Career and Technical Education

The participants cited CTE as incredibly valuable, particularly formal CTE such as high school business and agriculture courses. Many participants said CTE had a meaningful impact on their career decisions upon graduation. Participants who did not pursue a career inspired by their CTE courses often cited the skills learned as valuable regardless. Subthemes that arose include the value of CTE educators, the authentic learning strategies implemented by CTE educators, and motivation in engagement in CTE as opposed to general education courses.

Subtheme 4: Influence of CTE Educators

When discussing the impact of authentic learning with recent high school graduates, several participants mentioned how important their teacher played a major role in helping them make their decisions after high school. SL1 mentioned how his culinary teacher helped him pursue a degree in culinary after high school instead of going to college to play football.

“Once I got to know the teacher. And started to understand some of his background. It showed me that, for black men in this industry, there is a lot of money for us, and we really can work our way to the top when it comes to food 'cause people are always gonna have to eat.” (SL1)

This shows how important representation and diversity are to students who are considered minorities. Seeing people who look like you in leadership roles is vital when choosing a career field. How did authentic learning activities impact your engagement and motivation in school? SL2 also discussed how his teacher played a role in keeping him motivated with the authentic learning experiences she created.

“[Redacted] was a great teacher overall; she always found ways to keep us engaged. During our mini-class debates, she used to like what I was saying. She allowed us the freedom to speak our mind and speak our voice.” (SL2)

This teacher allowed him to speak up and found value in what he would say during the debate, which gave him confidence that he could pursue being a lawyer someday. SL3 was another participant who mentioned there was a teacher who impacted his decision to attend college. During the interview with SL6, the research team asked him what impacted his decision to enroll in college after high school. He answered that his high

school principal and media communication teacher played a major role in his decision to go to college and major in journalism. SL6 mentioned how his Media Communication teacher exposed him to the media and journalism industry.

Subtheme 5: Authentic Learning Strategies used in CTE

A theme surfaced that CTE educators tend to use different teaching strategies than core content educators. CTE teachers are more likely to use hands-on learning. Griggsville-Perry students cited agriculture and skilled trades teachers specifically as using unconventional teaching methods that could be considered authentic learning strategies. Primarily the amount of “hands-on” learning was cited.

“In my freshman year of high school, I had a welding assignment where I had to do MIG welding. Our ag teacher taught all of us how all the basics of how to set up your welder, how set your material correctly, and how to lay a bead. And ultimately by the time I got done with freshman year, I had to be able to weld something structural.” (GP1)

“In [redacted] class, he taught us multiple things like electrical work and construction and mechanics... We had projects where we created like, chairs, for example.” (GP5)

“I always liked that (agriculture construction) class because it was kind of like a step out of the actual classroom for like some of the day... got you in there and got your hands dirty a little bit.” (GP5)

“It really brought hands-on skills you could take from outside the classroom and go put them to use” (GP6).

Participants also said inquiry-based learning and critical thinking was used frequently by CTE educators:

“Whenever we're building that chair, most of the time they wanted us to figure it out without your help because then it'd make us actually think about it and figure it out in our own minds.” (GP8)

“I feel like they did a really good job at like when we were out in the shop it was more of a you guys figure it out I'm here to help you but I'm not going to tell you how to do it and that kind of just gets you in the mindset that that's how you need to live you need to ask if you really do need help but don't depend on someone else to do it for you.” (GP9)

In addition, students said that CTE teachers were more likely to use field trips to connect content to employment opportunities.

“We did the soil sampling from the [redacted]'s field outside of town, we had to communicate with our group about crop residues.” (GP9)

One GP student had a humorous recollection of how their agriculture teacher taught a animal castration in a veterinary technology course by having students make simulated scrotums from panty hose and tennis balls.

“Our ag teacher had us practice castrating with pantyhose and tennis balls. That was...uh...enlightening because after I went to work at the (veterinary) clinic, I helped had to help with castrations.” (GP9)

SL4 is a student who decided to attend a trade school called Job Corps. Job Corps is a school that pays students to attend while teaching them some type of trade, such as plumbing, welding, electrician, and construction, to name a few. This school also

provides living arrangements. Attending Job Corps has played a major role in the success of SL4. Getting away from the inner city of St. Louis helped him focus more on school and what he wanted to do career-wise.

Now that SL4 has attended Job Corps for a full year, he also explained how this school has instilled discipline in him. When asked what he has learned from authentic learning experiences at Job Corps, he talks about how he learned that in the workforce, you can't just say anything you want or come to work when you want. SL4 having these real-world experiences will help him someday w6: Motivation and Engagement

Participants discussed how authentic learning's real-world connection improved student motivation and engagement. Griggsville-Perry students once again cited agriculture and skilled trades courses as examples of authentic learning strategies that increased their motivation and engagement.

“In classes like math, I had no motivation. And then when I would get to classes like construction, or something where I was more hands-on and actually learning something that I felt was useful, it definitely motivated me more.” (GP6)

“To me, authentic learning is a big thing for a lot of kids, especially, or am I going in the right direction? Yeah. You know, for a lot of kids, especially that kind of struggle through paying attention like I did, people that really you know, sit there and go through and lecture, it's kind of hard to understand and hard to pay attention. Sometimes you just listening and taking notes, whereas you actually get your hands on.” (GP7)

Overlap of Themes

The research team found that the two overarching themes (Authentic learning programs promote career readiness and the effectiveness of career and technical education) met at a junction. These themes began to overlap, and a final subtheme emerged: CTE facilitates holistic career readiness and transition.

Subtheme 7: CTE Promotes Career Awareness and Readiness

When asked how authentic learning experiences influence your decisions about your education or career path after high school, SL2 discussed how the class “Youth and Government” allowed him to meet law students and other law professionals. Being able to have conversations about law school enrollment and lawyer salaries sparked his interest in pursuing law. SL5 also mentioned how the career development class she took in high school helped her choose a career when asked how the career development class prepared her for the real world.

“Before I took the career development class, I didn't know how to make a resume correctly.” (SL5)

She then continued to explain how important it was for her to have a resume when applying for jobs. SL6 was another student who discussed how a specific class helped motivate them to attend college and pursue a major in Journalism. Participant Six participated in a communication class during high school that taught him how to work with a camera, edit videos, conduct interviews, and talk in front of a camera. He stated how this class has helped with his confidence in talking in front of people, especially with his college presentations.

Griggsville-Perry participants also cited authentic learning as being influential in their post-graduate decision-making. Many rural participants contributed this to high school agriculture courses and involvement in the National FFA Organization. GP7 cited an agricultural mechanics course, saying it,

“...taught me about electrical and furthered my interest in wanting to pursue that, and I worked for an electrician for about two or three years.” (GP7)

It also surfaced that authentic learning fights the narrative that college is the only path to success. GP7 decided to become an electrician after doing electricity in an agriculture mechanics course.

“And like I said, I worked for an electrician for about two or three years.” (GP7)

One participant said an off-campus course in bovine AI (Artificial Insemination) that was suggested by their agriculture teacher sparked an interest in animal genetics.

“So my sophomore year I was an intro to ag class and that's kind of what sparked me to want a career in the ag industry. I thought about some like plant science for a while and then I took the vet tech class and thought that it was way easier to not easier but more enjoyable to be around things that taste good. That is what like, sparked me to take the AI (artificial insemination) course, And I started looking into jobs and what I should major in and what should set me up for success.”

(GP9)

SL3 discussed how attending college and majoring in business helped motivate him to drop out and start his own commercial truck-driving business. He discussed how taking a business development class in college taught him how to build up your clientele and market your business. After experiencing this class, he felt ready to start his own

business. When asked how well this class prepared him for real-world challenges, he stated the class prepared him to know that:

“There is not a cap on what you can learn.” (SL3)

The researchers asked a follow-up question about when he had to apply the “There is no cap to learning” statement. He then explained how he had to apply this method once he started his truck-driving business. With SL3 being new to the driving business, he had to seek knowledge and learn from someone with an established truck driving business. This first-hand experience helped him launch his own commercial truck driving business. These two authentic learning experiences from the classroom and talking to someone already in the trucking industry played a definite role in SL3’s decision to be an entrepreneur after graduating high school.

Comparison of Groups

While several universal themes surfaced among the two sample groups, several differences also became evident. In this section, we will examine the participant differences and then discuss the contrasting themes between the two groups.

Participant Comparison

Below are two tables (Table 3 and Table 4) that detail what each participant did immediately following graduation. In addition, a pie chart comparison is included in Figure 5 for quick comparison.

Table 3*Description of Griggsville-Perry Community Unit School District Participants.*

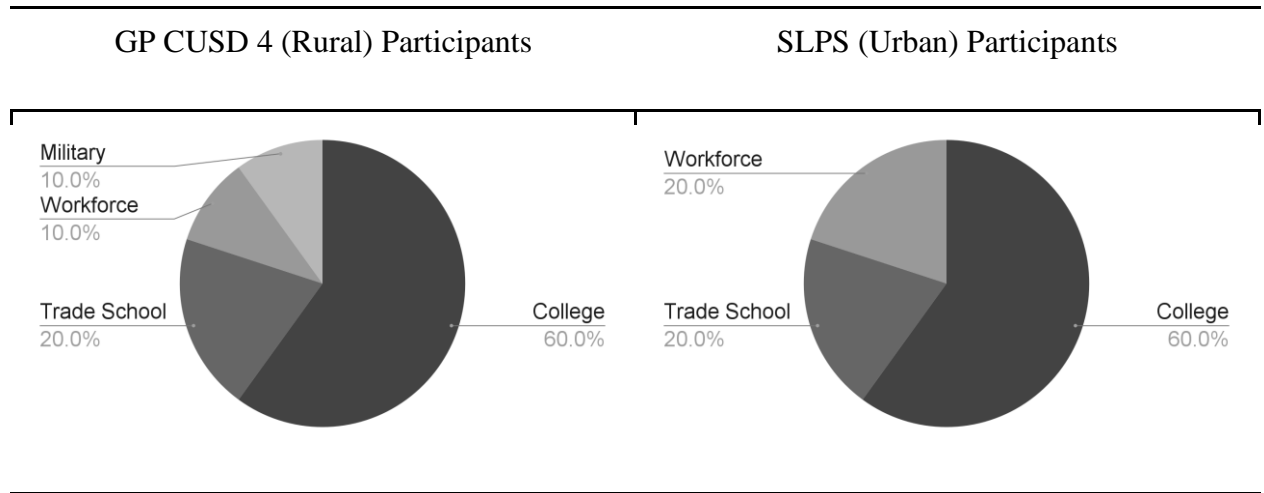
Participant Number	Immediately after Graduation	Area or Major
1	Military	Navy
2	College	Psychology
3	College	Agriculture
4	College	Agriculture
5	Workforce	-
6	College	Business Management
7	Trade School	Electrician
8	College	Agriculture
9	Trade School	Diesel Mechanic
10	College	Agriculture

Table 4*Description of St. Louis Public Schools Participants.*

Participant Number	Immediate after Graduation	Area or Major
1	Trade School	Culinary
2	College	Law
3	Workforce	Truck Driver
4	Trade School	Welding
5	College	Nursing
6	College	Journalism
7	College	Education
8	College	Business Management
9	College	Sports Management
10	Workforce	Entrepreneur

Figure 5

Pie charts comparing GP CUSD 4 and SLPS participants by action taken immediately upon graduation.



We see that the participant pathways after graduation did not have any variation. In fact, it is almost identical, except for one of the rural participants who enlisted in the military, as opposed to two workforce participants. Both groups had six participants who pursued college and two who pursued trade school. We do see a variation in the college major chosen, though. All but one of the rural group chose to major in agriculture, while the urban group is much more diverse. This could result from agriculture being a prominent industry in rural areas or GP CUSD4 offering agricultural sciences CTE courses.

Thematic Comparison

Several thematic differences occurred between the two groups. One difference is that secondary-level internships were only cited by the urban group. The urban group described the Earn and Learn program's internship focus as beneficial. There was no equivalent program cited by the rural group. While there are some similarities between Earn and Learn and the Career Capstone program utilized by GP CUSD 4, none of the

rural participants cited it as beneficial. Perhaps this is due to the small sample size, as the research group did not communicate with school districts adjacent to GP CUSD4, such as Pikeland CUSD10 or Western CUSD12. However, this might reflect the lack of industry in rural areas compared to St. Louis, which serves as headquarters for seven Fortune 500 companies (Greater St. Louis Inc.).

The research team found that the specific activities students were involved in differed greatly from urban and rural districts. Eight of the ten urban participants were student-athletes, two attending college on an athletic scholarship. Two of the ten rural participants were student-athletes, and none received athletic scholarships. GP CUSD4, unlike SLPS, does not have a strong sports culture. Because of the school's size, they co-op with surrounding schools for many sports and do not have a football team whatsoever. Conversely, all ten of the rural participants were active in the National FFA organization and one attended college on a livestock judging scholarship.

The research team also found the CTE courses referenced by participants variable depending on the sample group. None of the urban participants mentioned secondary skilled trades or agricultural sciences CTE courses. The urban group discussed secondary-level and business management courses and referenced CTE-oriented authentic learning activities in government courses. Every participant in the rural group mentioned agricultural sciences courses. Several rural participants mentioned skilled trades courses, and a few mentioned business management courses. This illustrates the differences between urban and rural offerings. Although agriculture courses are offered in the SLPS system, they are limited to CTE districts like "Gateway STEM" and are not offered at Sumner.

Conclusion

In conclusion, the research presented captured the benefits of authentic learning on student outcomes. We compiled data into the qualitative format presented through a phenomenological study that utilized online video interviews and artificial intelligence-based transcription and coding software. Within this data, we uncovered two overarching themes with many relevant subthemes. By examining the influence of internships, extracurricular activities, college and career fairs, and Career and Technical Education (CTE) programs, we have comprehensively understood how authentic learning shapes students' decisions and skill development. This conclusion will synthesize the key findings and address the research questions posed at the beginning of the study.

How does authentic learning impact post-graduate decision-making in underrepresented students? RQ1

Our research indicates that authentic learning significantly influences the post-graduate decision-making of underrepresented students. The data reveals that authentic learning experiences, such as internships and involvement in extracurricular activities, provide students with valuable insights into various career fields. For instance, SL5's participation in the Earn and Learn program helped her realize that a career in banking was not suitable for her, leading her to explore and ultimately decide on a career in the medical field. Similarly, internships and practical experiences allow students to test their interests and make informed decisions about their career paths.

The study found that 60% of participants chose their immediate post-high school pathway based on authentic learning experiences. However, some students altered their career paths after gaining more work experience, highlighting the dynamic nature of

career decision-making. Authentic learning provides a foundation that helps students navigate their career choices with greater confidence and awareness, even if they later change directions.

What are student perspectives on the effectiveness of authentic learning? RQ2

Participants unanimously expressed positive opinions about the effectiveness of authentic learning. They cited enhanced engagement, motivation, and the development of critical skills as significant benefits. Authentic learning was seen as more engaging than traditional learning methods due to its real-world relevance. Students felt that projects, internships, and extracurricular activities made their educational experiences more meaningful and directly applicable to their future careers.

For example, SL5 and GP9 highlighted how extra/intra-curricular activities like FFA and JAG helped them develop critical thinking, problem-solving, and leadership skills. These skills are essential for personal and professional success, and students appreciated how authentic learning experiences prepared them for real-world challenges. The positive feedback from participants underscores the value of incorporating authentic learning strategies into educational curricula to enhance student outcomes.

How do urban and rural students compare in response to authentic learning experiences? RQ3

While urban and rural students recognized the benefits of authentic learning, their experiences showed notable differences. Urban students, such as those from St. Louis Public Schools (SLPS), had more access to internship programs like Earn and Learn, which provided them with practical work experiences during high school. In contrast,

rural students from Griggsville-Perry Community Unit School District (GP CUSD 4) reported fewer internship opportunities, reflecting a disparity in available resources.

Rural students, however, frequently cited their involvement in the National FFA Organization and agricultural courses as significant influences on their career awareness and skill development. These activities provided hands-on learning experiences that were directly applicable to their local industries. The rural participants' focus on agriculture and skilled trades highlights the importance of context-specific authentic learning opportunities that align with the community's economic landscape.

Both groups valued authentic learning, but their experiences were shaped by the availability of resources and the specific educational programs offered in their respective settings. The differences in their responses underscore the need for equitable access to authentic learning opportunities across diverse educational environments.

Synthesis of Findings

The overarching theme that connects the various subthemes is the holistic development of students through authentic learning. Authentic learning experiences play a crucial role in promoting career awareness, developing essential soft skills, and enhancing student engagement and motivation. By providing real-world applications of classroom knowledge, authentic learning helps students make informed career decisions, build practical skills, and prepare for future challenges.

The findings also highlight the critical role of educators and mentors in facilitating authentic learning. CTE educators, coaches, and organization leaders significantly impact students' development by providing guidance, creating engaging

learning environments, and fostering valuable skills in both academic and professional settings.

In conclusion, this chapter demonstrates the transformative impact of authentic learning on students' career and personal development. Authentic learning experiences, such as internships, extracurricular activities, and CTE programs, provide students with practical insights, enhance their skills, and prepare them for real-world challenges. The positive feedback from participants underscores the importance of integrating authentic learning strategies into educational curricula to better support student outcomes. Future research should continue to explore ways to expand access to authentic learning opportunities, particularly in under-resourced areas, to ensure that all students can benefit from these valuable experiences.

Chapter 4: Dissemination for Improvement

This chapter explores the dissemination of findings from a qualitative phenomenological study focused on the impact of authentic learning experiences on students from rural and inner-city backgrounds. The implications of these findings are crucial for the advancement of educational practices, particularly in engaging students through hands-on activities and real-world lessons. We will review the data collection methods, the emerged themes, and subthemes and compare the responses of different participant groups. Finally, this chapter will provide actionable recommendations for educators and policymakers to enhance student outcomes across various educational levels.

Implications of Findings

The findings from this dissertation have significant implications for the field of education, particularly in enhancing student engagement and success through authentic learning experiences. The study underscores the importance of incorporating hands-on activities, real-world lessons, and practical applications into the curriculum. These approaches have improved students' career readiness and decision-making post-graduation. The insights gained from rural and urban students indicate that authentic learning helps in understanding theoretical concepts and developing essential soft skills such as critical thinking, communication, and teamwork. These skills are crucial for students' long-term success in their professional and personal lives. Educators are encouraged to integrate more experiential learning opportunities, such as internships, project-based learning, and simulations, into their teaching practices to better prepare students for real-world challenges.

Moreover, the study highlights the need for education systems to be adaptive and inclusive, catering to the diverse needs of students from different backgrounds. The research reveals that students from rural and urban settings may respond differently to authentic learning experiences, suggesting that educational strategies should be tailored to address these unique contexts. Policymakers and school administrators should consider these findings when developing and implementing educational programs and policies. By fostering environments supporting authentic learning, schools can create more engaging and effective educational experiences that improve student outcomes. This research advocates for a shift towards a more practical, skills-based approach in education, which is vital in equipping students with the competencies required for their future careers and lifelong learning.

Limitations of Study

Before the onset of the research, the team expected several limitations, which were discussed at length in Chapter 2. The primary limitational concern was the small sample size. By only having 20 participants, ten from each group, the validity of the qualitative data extracted is called into question. With a small sample size, one outlier can greatly skewer data, giving an inaccurate portrayal of American students nationally.

When coding the data, the research team found limitations in the uniqueness of the two school districts. The GP CUSD 4 group were members of the National FFA Organization in high school, indicating 50% involvement across both groups since none of the SLPS group was in FFA. This is not indicative of national trends. The national FFA reports 850,000 members nationwide, and the National Center for Education Statistics reports 15 million

high schoolers nationwide, meaning, at a national level, FFA involvement is only 5.7%, most likely less since the FFA membership includes discovery members in middle school (2023). Another discrepancy appeared in demographics. Although none of the GP CUSD4 group were minorities, 100% of the SLPS sample group was black, or 50% of the entire sample. In reality, only 14.4% of the American population identifies as black (Pew Research Center, 2023). The data collected by the research team represents two extremes of the American education system, whose biggest commonality is their underrepresentation. It would be false to assume American students fall into two camps: black urbanites and white country folk. There is still room for research on well-to-do suburban students and several other groups.

Conversely, we found that the sample groups reflected certain national trends. 12 of the 20 participants, or 60%, enrolled in college after graduation. This is only marginally lower than the national average of 61.4% (BLS 2023). One of the 20 participants enlisted in the military upon graduation, meaning 5% of the entire sample, similar to the national average of 4.3% (BLS 2006). Ten of the 20 participants were student-athletes or 50%. This is very close to the national average of 57% (CDC 2020).

Only surveying participants who have graduated in the past five years presents a limitation. By limiting the research to these age groups, the research team could not map the effects of authentic learning on long-term career trajectories. This is especially relevant for the participants who pursued a four-year university degree, as they will only be one year out from collegiate graduation, assuming they graduated on time. There is an opportunity for future research on the long-term effects of authentic learning on post-secondary outcomes.

Recommendations

Connect Learning to Real-World Context

The first recommendation the research team has for practitioners to implement into their lesson plans is creating lessons that connect to real-world contexts. When practitioners cater their lesson plans around connecting learning to a real-world context, they prepare students for the challenges and issues they may face in their future endeavors. Implementing case studies is an example of connecting a lesson plan to real-world context for practitioners. Case studies are based on real-life scenarios, so this activity is perfect for engaging students in lesson plans. Another way to connect learning to real-world context is by implementing simulations. Simulations are typically used for police and firefighter training to provide immersive training that accurately simulates stress and pressures for real-life situations. This gives students a chance to fully engage and get firsthand experience of a situation as if it were a real-life situation. The last recommendation to connect learning to real-world context is through project-based learning. Projects are great hands-on activities that force students to acquire more profound knowledge by actively exploring real-world challenges and problems. Implementing these three recommendations will help with student engagement at any level of education.

Promote Collaboration

The second recommendation the research team has for practitioners is implementing collaboration. Practitioners should design lesson plans around students working in groups and teams. Students who work in teams/groups must practice their communication skills with their peers. It also allows students to hear how others think on

specific topics. Collaborating is a skill that students will use in any field they go into after graduation. Working with others in a diverse setting is essential for career and professional growth. Lastly, having the skill to collaborate with others helps students develop interpersonal skills. Interpersonal skills will help with problem-solving and conflict management, create peer trust, and build relationships. These interpersonal skills are essential when discussing student success in their career field after graduation.

Use Authentic Assessment

Authentic assessment is the research team's third recommendation for practitioners to implement. In the previous section, the research team discusses how education has evolved slowly with time, just as everything else has. How we test students is one of the many examples that show that education is advanced. The research team thinks there should be a new way of assessing students that can be a lot more valuable than the traditional way of using tests and quizzes, which still demonstrates what a student has learned. An example of authentic assessment would be having students present PowerPoints that reflect their understanding of the natural world test or the content taught by the teacher. PowerPoint presentations are also a good way for students to practice their public speaking skills in front of a large group. Creating a presentation and presenting the information in PowerPoint format is a skill that can be translated to the workforce and post-secondary schooling. The second example of authentic assessment would be having students create a portfolio. A portfolio is typically used in the graphic design and photography industry. These portfolios show the work that students have done in the past. This could be an excellent way for students to display their hard work. Lastly, Implementing portfolios and PowerPoint instead of test-taking will also help students

with anxiety and bad test-takers. Educators must think of new ways to prepare students for life after high school. A test score should not determine how successful a student will be.

Invite Guest Speakers

The fourth recommendation the research team has for practitioners to implement is to use guest speakers. Having a professional talk to students about their specific career field allows them to learn firsthand from an expert. Having a student listen to a guest speaker will also help with representation. Students must see people who look like them in their desired career field. This helps students become motivated and shows them that it is possible for someone who looks like them to be successful. Having a guest speaker talk to students and share their experiences and insights helps students see their practical application of that career field. Having students listen to a guest speaker also allows them to learn from someone outside their teacher. This is important because some students may gravitate to a professional more than their instructor. Lastly, hearing a guest speaker talk about their career path can also give students insight into their path to get where the guest speaker is. Hearing how someone became successful and their path to success can be motivational. Implementing guest speakers in the classroom is an excellent way for practitioners to engage students and is highly recommended by the research team to implement.

Utilize Technology Meaningfully

The fifth recommendation the research team has for implementing practitioners is using meaningful technology. With almost every industry using some advanced technology, practitioners must start implementing meaningful technology in the

classroom. This recommendation is crucial for students who are from inner city and rural areas. Students from these areas will likely attend schools that need more technology resources or a bigger budget to purchase advanced technology. Stakeholders such as local politicians and alderpersons should do more to create funds for meaningful technology that students can use. As the world advances, students must know how to use computers, tablets, and other devices and software to help them succeed in their workforce. Technology is so important when discussing the advancement of education. Lastly, meaningful technology can be used for problem-solving, data analysis, reading, writing, and communicating. So many jobs require basic knowledge of technology, such as Excel, PowerPoint, and Microsoft Word. Practitioners must implement technology in the classroom to help prepare students for post-secondary decisions.

Field Trips and Experiential Learning

The last recommendation the research team has that practitioners can implement in the classroom is field trips and experiential learning. When practitioners organize field trips for students, it is a great way to get them outside of the classroom setting. Field trips can range from college visits to workplaces. They allow students to see how a college campus looks, which can impact their decision after high school. Students from this study mentioned how attending a field trip to a college impacted what college they decided to attend after high school. Organizing a field trip to a workplace can also be helpful to the decision-making of a student after high school. Seeing how a specific industry is run firsthand can be vital to a student's decision to enter that industry. The second

recommendation the research team has come up with is Implementing experiential learning. This is also important when discussing the impact on student outcomes. Experiential learning can be by bringing in an artifact or conducting experiments that simulate real-world scenarios. These recommendations can show students what they would do if they decided to pursue that career path. Exposing students to different colleges and work industries shows them they have options after graduation. Showing students the multiple career and college choices creates self-motivation and vision. Many students from rural and inner city environments often are not exposed to what is possible to obtain. This is why practitioners need to practice these recommendations to prepare better students, who are essentially the future of our society.

Dissemination

The research team plans to share our study's results and recommendations with educational practitioners to positively impact the education field. We will target school administration, teachers, and policyholders to do this. This will begin by creating a deliverable, such as a PowerPoint presentation, based on information from this dissertation. This PowerPoint presentation will identify the problem, describe the researchers to establish credibility, outline our research groups (with redacted identifiers), summarize the qualitative data collected, and provide recommendations. For our widest reach, the research team will create a REAL CASHE YouTube channel that features a recording of them discussing the content of the PowerPoint. This dissemination method will allow the research and recommendations to be easily accessible by teachers and other educational practitioners.

In addition, the research team will present the PowerPoint and its findings to the two school districts (GP CUSD4 and SLPS) from which participants were pulled. To do this, REAL CASHE has asked to speak during monthly school board meetings held by these districts. These meetings will contain elected members of the school board, faculty members of the school administration, teacher's union officers, and teachers who choose to attend. While it is unlikely many teachers will attend these events after school, these meetings will give the research team a chance to present their findings to policyholders with the power to enact district change.

Conclusion

The findings from this qualitative phenomenological study underscore the profound impact that authentic learning experiences can have on students from diverse backgrounds. By analyzing the responses from rural and inner-city students, we have identified consistent themes highlighting the importance of real-world applications in education. These themes are critical for educators aiming to improve student engagement and success beyond high school graduation. The study emphasizes the need for educational strategies that connect learning to real-world contexts, promote collaboration, and utilize authentic assessments to better prepare students for their future careers.

However, several limitations need to be acknowledged. The small sample size and the participants' specific demographics may limit the findings' generalizability. Additionally, the unique characteristics of the two school districts involved in the study may not reflect broader national trends. Despite these limitations, the study offers valuable insights that can inform future research and educational practices. By addressing

these limitations in future studies, researchers can build on these findings to further enhance the effectiveness of authentic learning experiences.

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Appendix

Appendix A: Informed Consent Email

University of Missouri–St. Louis

Informed Consent for Participation in Research Activities

Project Title: The Impacts of Authentic Learning on Student Outcomes

Principal Investigator: Evan Sheppard

Department Name: College of Education

Faculty Advisor: Terrence Freeman

IRB Project Number: 2099756

Why am I being asked to participate?

You are invited to participate in a research study. You have been asked to participate because you graduated within the previous five years from one of the focus schools in the study. Please read this form and ask any questions you may have before agreeing to be in the research. Your participation in this research is voluntary. If you decide to participate, you are free to withdraw at any time.

What is the purpose of this research?

The purpose of this research is to research the impact of authentic learning on post-graduate decision-making. This research will be used to develop and document strategies for implementing authentic learning in the classroom.

What will my participation involve?

Your participation will involve a short Zoom interview with one of the researchers. This interview will take approximately 30-45 minutes to complete. The interview will be recorded for reference by the research team for data reasons only.

Are there any risks involved?

There is a loss of confidentiality risk associated with this research. No identifying information (name, contact, etc.) will be shared or published to ensure confidentiality.

Although not likely, participants may experience discomfort during the interview process.

Please remember you are free to withdraw at any time.

Benefits

There are no direct benefits for you participating in this study.

Will I be told about new information that may affect my decision to participate?

Although it is not anticipated, during the course of the study, if changes occur, such as changes in the risks or benefits resulting from participation in the research or new alternatives to participation, you will be informed of any significant new findings that might cause you to change your mind about continuing in the study. If new information is provided to you, your consent to continue participating in this study will be re-obtained.

What about privacy and confidentiality?

We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication that may result from this study. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency

(such as the Office for Human Research Protection) that would lead to disclosure of your data as well as any other information collected by the researcher. Recordings of the interview will be stored in a database on a campus file server, which requires a specific user ID and password combination before access will be granted.

What are the costs of participating in this research?

There is no cost for you to participate in this study. You will need a suitably configured computer with an Internet connection.

Who should I contact if I have questions or concerns?

If you have any questions or concerns regarding this study, or if any problems arise, you may call the Principal Investigator, Evan Sheppard ([redacted phone number]), or the Faculty Advisor, Terrence Freeman ([redacted phone number]). You may also ask questions or state concerns regarding your rights as a research participant at the University of Missouri–St. Louis Office of Research Compliance, at [redacted contact information]

Appendix B: Recruitment Email

Hello [Name of Possible Participant],

My name is [Researcher name], and I am completing my doctoral research at the University of Missouri St. Louis. For this study, I am seeking the input of recent high school graduates like yourself.

With your valuable input, I hope to evaluate the effectiveness of "authentic learning" in post-high school transitions. Authentic Learning is education that focuses on applying knowledge to the real world. You may have experienced lots of authentic learning in school. You may have had little or none. Regardless, I would love to hear about it and discuss how it impacted your life after graduation. This information will be beneficial in determining the future direction of the American education system.

If you are interested, I would like to schedule a 30-minute Zoom call to discuss this topic. The information gathered will be kept confidential. Names and identifying data will be redacted, allowing you to speak freely and honestly without consequences. If at any time you are uncomfortable or wish to terminate your participation, you are free to do so. Please reply with your interest in being involved in this critical research.

Best regards,

Cameron Conner

Evan Sheppard

Appendix C: Interview Protocol

Thank you for agreeing to meet with me. I am a member of Team REAL CASHE, and our motto is Reimagining Education As Life. We are conducting a study on the impact of authentic learning on student outcomes.

I want to remind you that participation in this study is voluntary, and you can agree to opt out (or skip questions) at any point. There are no anticipated physical risks to participants. However, there is a small risk of emotional stress as we will cover topics related to institutional culture, policy, and student achievement related to racial and economic impediments.

Do you mind if I make an audio recording of our discussion today? [YES/NO]. I will store the recording on a local hard drive and transcribe it using transcription software. I will then ensure that nothing in the transcript can identify you or the institution you work for. Once the transcription is complete, then I will delete your voice recording. Do you have any questions before we begin?

The focus of this study is on the impact of authentic learning on student outcomes. Authentic Learning can be broadly defined as any time education has a demonstrated purpose outside of academic achievement. For example, teaching essential life skills, money management, and conflict resolution. Authentic Learning also occurs when teachers offer career skills.

1. First, tell me a little bit about yourself and what you have done since graduating high school.

2. Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?
3. What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?
4. How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?
5. In what ways did authentic learning experiences influence your decisions about your education or career path after high school?
6. How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?
7. How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?
8. Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?
9. Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?
10. Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

11. Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

12. Is there anything else you want to tell us?

Appendix D: GP CUSD Transcripts

R= Researcher

P= Participant

GP Participant 1

First, tell me a little bit about yourself and what you have done since graduating high school.

P: I'm [redacted]s, I am 24. I just recently separated from the U.S. Navy. I currently am an electrician. And I've just bought a house and got married here recently. so try to do as best in my life as I can.

Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?

P: I actually, my freshman year of high school, I had a welding assignment where I had to do MIG welding. Our ag teacher taught all of us how all the basics of how to set up your welder, how set your material correctly, and how to lay a bead. And ultimately by the time I got done with freshman year, I had to be able to weld something structural. That had to be a product of my choosing, so I picked to build a trailer. So I built a small utility trailer and built that. Now I do quite a bit of welding at my everyday job. And it's helped me a lot by putting that on my application for this job that I am a, I do know how to weld, I might not be the best, so I'm obviously not certified.

What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?

P: Now, like I just said, using that and that experience toward my application, and not to mention anything that I did in Ag Mechanics class or Ag Science or anything that's related to using my hands and tools, I use basic hand tools every single day at my job. No matter what I'm doing, whether it be a tape measure, a marker of some sort, to take measurements down, screwdriver, drills, all that stuff I all got taught how to use in high school and add classes specifically, I now use every day for my job. And then also all the math that I learned in high, in High School too, you have to know that, it has to be no math and be somewhat decent in math to being an electrician, knowing all your angles, how to bend conduit and whatever else to wire up a house, knowing voltage ranges and everything like that. I learned quite a bit of that from my math classes in high school and then obviously all my all, my ag classes as well.

How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?

P: I would say, actually, I'll give an example of, when I was in personal finance class, I had never really got taught anything about balancing a checkbook or how to do my taxes or manage money. And then we started watching a show about Dave Ramsey and I know everybody in my class absolutely hated that class. They thought it was boring, they thought that it's worthless and all this other stuff. But I actually took a lot from that classes and it actually has helped me become the successful person I am today manage my money correctly not being in debt not making stupid purchases and being able to balance the checkbook and fill out a check correctly that a lot of people in this generation

do not know how to do or people and the generations after me don't know how do so that type of applied learning has definitely helped me in the real world today

In what ways did authentic learning experiences influence your decisions about your education or career path after high school?

P: Well, one of the things is I knew quite a bit about working on cars and stuff, going through high school, teaching myself and everything, and I was always lacking the electrical portion. I never really got the grasp of that, a lot of electrical work involves math, so I didn't want anything to do with it because I hated math. But because of when I picked my career for the Navy, I actually saw that there was a gas turbine electrician and that seemed a lot more beneficial to me because I already knew obviously it's total it equipment I've never worked on in my life but once you know mechanics to an extent you know you it all for the most part electrical is totally different beast so when I saw the opportunity to use to learn the electrical side of the house I figured it would it will do nothing but just amplify my career further after I get out. I got out of the service, whether I did five or 20 years, it didn't matter. I was gonna have a skill beyond what I already knew.

How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

P: Oh, yeah, I'll go back to that personal finance class. So, you Dave Ramsey would always tell you, you know, keep however much money in an account to make sure that you have enough money for an emergency. Because emergencies do happen. Well, being

young, dumb teenager and being someone in your early 20s in the military, you make a lot of poor financial decisions. Luckily, that wasn't me. I kept away from that. But I did run into a situation where the Navy sent me to a school and they told me, you know turn in all your receipts after the school and we'll reimburse you after the School is over and that money never came. So essentially I paid almost ten thousand dollars out of my own pocket to go to the schools in the Navy sent me sent for me that I never saw again. And I wouldn't have been able to continue going to that school if I didn't have an emergency fund in my account to pull out.

How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?

P: I feel like authentic learning will be more beneficial, just because a lot of the times it's always linked to real world applications, almost, I feel like. When I hear authentic learning, I think of real -world applications. So I feels like that has always been more beneficial to me. I can't speak for other people, but for me, knowing why I'm doing a problem and just doing a problem it it gives you a reason to want to do it whenever you just go to math class and you're just like fill out this graph you don't know why you are just filling it out then it's you start to wonder why like what how what situations can i use this in in the future why am i learning it now if i'm going to use it in future when is it going be, or what situations can I be in to where I'm going to need this? So I, I feel like authentic learning is a much better approach to teaching and learning.

Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?

P: Yeah, so I'll go back to that trailer I had to weld up my freshman year. That was essentially utilized as our final test for the year, where it was, our ag teacher was kind of hands off about it. He said, I've taught you everything up to this point. Now you need to figure out your angles, your measurements, What gauge wire you need to use for your welder, all this other stuff, it's on you now. And you just need figure it out. If you needed help later, make sure you're going as far as you can to not ask for help. But if you actually eventually need help, don't be afraid to ask to help Um, so I would, I was able to go through that entire process of building that trailer from ground to finish, from just being a pile of scrap metal to being able to pull it behind the truck legally. Um is I did it all by myself without asking for help. And it really, you really need, and I really have really helped me develop my problem solving skills on, um, well, I need to have this piece of metal cut this long and this piece metal, cut, this along. You know, if if you put too much heat in it from a welder, it could bow it out or you know it could it, could pop a weld or a bead or whatever have be, you really have to think about all that stuff as you're as, as your doing it.

Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

P: I guess with my math classes, a lot of the times, I would always ask, you know, when am I going to use this? or like, can you explain this in a way to help some of us

understand better where it'll get the point across, other than just, you know, writing numbers up on the board and then coming up with another number for an answer. Can you twist the question some way to where, it makes sense to all of this? continue that kind of made me really like question things outside of high school as well like in the Navy like oh is there is a better route to take to get to your objective or is it a way to twist what you're doing to reach the same outcome some way, to benefit everybody or to you know not damage equipment or whatever have be whatever you trying to whatever goal you're trying to reach, there's got to be a way another way besides just one way to accomplish it.

R: Anything from FFA?

P: That's a good, good point. Um. So like working together to our F F A banquet and stuff. We had never done that before. So myself and coming together with others and yourself to all try to figure out a plan to create this banquet that had ever happened before, hadn't happened in, in ages. So, ultimately, come to be something that they're still doing in the chapter today. I feel like that was a big part of, you know, everybody had to have their own opinions heard and had an idea of some sort or some way to put everything together to get it to work. And then that led me, whenever I was in Navy, to become a supervisor and know how to train the guys below me to get the job done effectively as well and taking their ideas to make my job easier, or to make their job easier.

Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

P: [skip]

Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

P: I do definitely think we should use more authentic learning in the high schools. I just know there's a lot of students that learn in different ways. I know myself, I have to be physically shown how to do it. Like, here's this piece of metal, you have take the tape measure, he has to take it to stretch it out, yet the market market and you had to use the saw to cut it or whatever. I'd be showing how I do that. Most of the time, once I get shown the first time I can do It over and over again after that, I don't usually forget it. But there's others that can watch it, I dunno how many times and they'll never understand. But if you explain to them how to do it they will get it every time. So I know there is some challenges with authentic learning that some students might not grasp it the same way others learn. So, I feel like it should be used more but I think the way it could be taught would be the challenge of it how to get the point across to every one of your students in diverse situations that all learn differently.

Is there anything else you want to tell us?

P: Stay in school kids.

GP Participant 2

First, tell me a little bit about yourself and what you have done since graduating high school.

P: So right after I graduated high school I signed with [redacted] softball and played my first semester there. As a freshman I dealt with some forms of anxiety and depression but then off of the softball team and just focused on my major and during that time I actually began working at the local mall and I felt there I had more diversity of people and I just felt like I made more of a connection with people. And then throughout my years, I actually began doing cheerleading at [redacted]. They just shocked my family because they knew I didn't like cheer leading that much. But yeah, I was doing it. And then I graduated in 2022 with my bachelor's of exercise science and sports performance and then graduated the following year with a master's in athletic training. And since then, I have been a cheer coach. I worked at Bath and Body Work and now I work at Springfield Clinic as a call center receptionist.

Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?

P: Obviously, I felt [redacted] did a lot of that. I really did like the butterfly stuff that we did just because it was something new. It wasn't something that I feel like I was being bored with all the time. And it was something like, I feel like most schools wouldn't go out of their way to do. And when I actually went down my senior year, or my freshman year of college, we had to like do community services. And we went to Fairmont City and they actually had a butterfly bush with monarch butterfly eggs on it. And I teaching

the kids how the butterflies lifecycle is and why they migrate and everything. and I thought that was really cool. It was like, that is something just completely out of the blue and that I could relate to. And I even sent her pictures of a butterfly and was, like thank you so much for just doing this because it just meant more than anything to me to be able to relate that kind of message to younger kids.

What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?

P: Definitely through sports. I grew into the leadership role a lot. I was always told that I was a really great listener and that when people want to learn, they always come to me because I was that person that took the time to listen and was willing to teach them something new that they never seen because they didn't play traveling sports like I did. and like at [redacted] and be in the position I am there right now, I'm obviously listening to patients, i'm giving them the time to, if they need to then they can or if I have to. I do educate a lot of patients especially like when it comes with their diagnosis, so that's been like really great with my education background, but I've always just been that great listener and I don't think I would have gotten that without being in sports or just going through the field that I am

How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?

P: With [redacted], butterflies, stuff. I always just looked forward to your class because I just felt like she was such a unique person and like the stuff that she was interested in also became like things I was interested especially in um human anatomy and being like exercise science um athletic training like it was just immediate like connection with it and it made me feel more comfortable but that's also the scary thing because like I'm so used to being comfortable that when I get uncomfortable and like stressed all the time but I do like that it pushes you into different boundaries like the butterflies it just becomes a cooler experience and allows you to create more memories with it.

In what ways did authentic learning experiences influence your decisions about your education or career path after high school?

P: It was definitely even having that got me interested in athletic training, along with being in so many sports, because in for sports all throughout high school, and it just pushed me down to the career path of doing something sports related, but still wanting to push helping people in the way that I can, especially when I kind of got put in a position where I was hurting, but I didn't have anybody to go to. And it wasn't until I met an athletic trainer, I was like, oh yeah, I really want to be an athlete trainer.

How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

P: This one. I would say authentic learning. It gave me more of a creative mind when it comes to things, but like also like when we were in government class or finance with [redacted], like learning how to do my checkbook, even though I was already doing that,

it helped the guys out and I know the guys will never use a check book, but there's just like something like that. Something so simple could help us a lot and I even thought like things like Home Ec my class was not given that option but like kids that graduated in 2014 they always talked about how fun it is and all of that and it kind of shows like I don't cook very often but my friend Shelby who graduated that 2014 class she's out here making sourdough every day it's like it shows it helps build skills

How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?

P: I would definitely say authentic learning helps me more, just thinking about like how I take tests and everything. The traditional way I got really bad in the habit of just remembering like the first half of the sentence and remembering what the answer was raised off there and like I could tell you like every little detail about it. I feel like it just stuck with me more. More of a hands -on approach. I'm very hands on. So I think authentic's more hands off.

Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?

P: I think it makes me think more on a progress level almost, not like, oh, I have so much of this, I had to spurt out, I can take my time and just develop like ways like this has affected me, this is how I think it should be rehashed for other people instead of being like the book definition that everybody peers and like so tired of hearing.

Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

P: Definitely at Bath and Bodyworks when we were like doing all of our building for like the days new products come out. I feel like it was very like, who can take the lead? Who was able to do this? And who I just know, like oh, they're gonna take their time, whatnot? Who was they able do the planning? A lot of times the store manager would come to me and she'd be like okay, I want you to this and this. Can you tell me how you go through that process and it would always be either me or the other's manager. We always like go back and forth and we're like oh my god like this would work so much easier if you just did that yada yadada and I did this and would knock it out so fast whereas normally most of the time it's just like one person doing something take forever.

Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

P: I think authentic learning did help me just explore new things. When you first came to our school, I really wasn't that into agricultural. Well, um I didn't always have been around it because my uncle was a farmer, my mom works at United Animal Health. So I got aspects of it but I was never like learning about it until you or miss going we're in it and you like took us out to the field and we were able to figure out like the I forgot what it's called but it was like when we took out the measurements of the decayed material to tell like how much yield it...

R: Crop residues?

P: Yeah that! I would never thought that was a thing.

Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

P: I feel like they definitely need to integrate them more. That way we see more kids finding fields they love. And I really do like what [redacted] has been doing, where she's actually working with Blessing Reiman Nursing.

R: Do you think core classes like math and english should integrate authentic learning?

P: I would more than willing to say like yes we need to integrate them more and like, math you can do like stuff like financing with and I feel like that would prepare kids more often because I remember kids always saying like I don't need to do chi -square to do my taxes and whatnot like to this day like i can't recreate doing like high -squared problems let alone I can remember half the pre -calc so it's just like something like that isn't helping me now whereas like when I learned to my checkbook learned how to finance learned how do taxes you know how prep but like little things like that would have helped me so much earlier than instead of now when it's affecting me the most.

Is there anything else you want to tell us?

P: No.

GP Participant 3

First, tell me a little bit about yourself and what you have done since graduating high school.

P: I'm [redacted]. I'm from Griggsville, Illinois. I grew up on my family's farm. Then after high school I went to the University of Illinois and graduated with a degree in agricultural consumer economics, markets and management. Then throughout college I was working on another farm and worked at a bar part -time as well. Now I work for [redacted] where I manage clients' farm and do appraisals and brokerage of farm ground.

Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?

P: I guess as it pertains to my job now we had in one of our classes we had to go out and soil test and nowadays that pertains because doing soil tests are important for keeping your farm ground at the highest level it can possibly produce.

What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?

P: I'd say it's the most important skills I learned is that the actual theories and things you learn in school can actually be applied and utilized throughout day -to -day activities.

Also, like within FFA, you learn a lot of different character skills that go with you, not just in your job, but in your day -to -day life, especially when it came to leadership roles and officer roles. We also learned how to weld and carpentry. Wiring, I think, also is one

of my favorite things, learning within the ag classes, you know, to wire things up now is handy because not many people can. I think that's about it.

How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?

P: Well, I feel authentic learning is a lot more enjoyable because you actually, like I said, you're doing things almost hands -on type of deal where you know that you are getting something out of it, especially in college.

R: So if you had the pinpoint, which part of it makes it enjoyable, if you had to choose one, is it because it's hands -on or is it because it's relevant outside of school?

P: I'd say it's because it's relevant outside.

In what ways did authentic learning experiences influence your decisions about your education or career path after high school?

P: Well, I think it made a pretty big impact because I took about every agriculture class that we had because it was more of that type of learning. And then I ended up going to school within agriculture as well. And now my career is within agriculture. So I think it played a pretty large role. And also, I think if a class is more enjoyable and you're pertaining much more from the actual material, I think you would want to pursue a career within something within that.

How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

P: I'd say that mostly pertain then to within officer roles within FFA. You had to learn like as president, you had to learn how to manage your team and oversee a group of people. And I think that as I've gone through, especially school, and then now within my job with working with people, I think that's helped a lot and helped me pertain skills that have helped me able better to lead and to just get tasks done with multiple people.

How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?

P: I'd say authentic learning is much more enjoyable. It's more engaging, I guess, would be a really good one because I think there's a lot of things that kids don't just wanna learn just to learn something to forget it. I think a lot of it's the normal type of schooling is you learn stuff for the exam and then after the exam, you don't have to worry about that information ever again. And I think authentic learning, you learn and then you can even build upon what you learn and apply it to everyday life or within your future career which I think is very important.

Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?

P: Uh, I guess mostly just, um, critical thinking. You have to think, I guess when you, when you come to like wiring, you got to think, well, if I put this together, will it shock me or will it work? And make sure that you get everything, all of your details straight,

which I think helps with your critical thinking and kind of processing. So I think that has, there's consequences, I guess, to your actions within some of those things, which I think plays a role in your critical thinking.

Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

P: Well, I'd say Apple Festival, we had to help set up and tear down and manage then the trash and all that throughout it. I'd say that helped because we had to work together and kind of schedule around each other and be able to be the best workflow type of deal to where what might not work best for someone at a certain time works better for someone else. So I think kind of utilizing that has it been able to, I went through a fraternity and that helped a lot because then you have to kind of pick your schedule around cleaning and doing a bunch of different things like that. And I think it kind of helped mesh with other people well and learn that, okay, well, if I kind of give something here, I can help someone out better to where they can help me out later on type of deal.

Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

P: Yeah, I think that just, like the FFA organization, especially is where I connect most with and I think it's kind of helped crew all my skills because it's the organization's supposed to help you grow skills and improve upon yourself and make yourself a better, better person. And I think that kind of helped me realize what my strengths and

weaknesses were, and then also where my interests lie. And I think that helped me kind of choose my career path and my degree, and kind of led me down this path.

Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

P: I think the biggest changes would be to be utilized more within the schools and not really necessarily changed, but just more utilization across the board for the whole school system.

Is there anything else you want to tell us?

P: [skip]

GP Participant 5

Any questions before we start?

P: Nope.

First, tell me a little bit about yourself and what you have done since graduating high school.

P: I am [redacted], I graduated Griggsville-Perry High School. I went to John Wood Community College for business associates and then transferred to WIU for supply chain management. I had an internship over the summer with [redacted]. That's basically it. I graduate in May.

R: And what do you hope to do when you get out?

P: Find a job that I can commute to and not have to move.

Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?

P: Okay, well, in [redacted] class, he taught us multiple things like electrical work and construction and mechanics. And so I guess a specific one that I took away was the more construction side to it. We had projects where we created like, chairs, for example. So that was pretty cool.

R: Do you still have the chair you made?

P: I think it's at my mom's. Okay. I also have the bag boards we made her, well, I made her.

What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?

P: I would say mainly the construction skills. I mean, I've had them from working with my grandpa, but I've worked a little more for him over the past couple of years, and I'd say I carried some of the skills with me.

R: Was there anything in your class that made you decide to major in business?

P: Um, I would say...probably...I can't remember what class it was. But it was one of my senior classes. And we had to, like, make a mock business

How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?

P: I would say, in classes like math, I had no motivation. And then when I would get to classes like construction, or something where I was more hands on and actually learning something that I felt was useful. It definitely motivated me more to learn those things.

R: In your current major, have you had to take many math classes?

P: I have. I had to take a calculus class without taking an applied calculus. So that was very stressful.

R: So is the issue math, or is it how math is being taught?

P: I think it is how math was being taught. Up here didn't really have a great professor for it. I do way better on online math. But what can you do?

In what ways did authentic learning experiences influence your decisions about your education or career path after high school?

P: I'd say they provided me with the skills to obtain a better work ethic. And then that led me to working in a warehouse eventually. And then I realized that I don't want to do manual labor. I want easy money. So I decided to go to school after that.

R: Was FFA influential on any of your career decisions at all?

P: I would say yes. At National Convention, you got to go around the booths and see all the companies like John Deere is a company I've been looking at working for. So I mean, opened up like, ideas for career paths.

How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

P: I'd say, just back to the construction and electrical side of things, I mean, helping my grandpa through his company. I mean, I just carried some of the skills back with me.

How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?

P: I would say that authentic learning is definitely better for people who learn more with a hands-on approach because most of those classes involve you actually getting into the work itself.

Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?

P: I would say with all the authentic learning, it obviously gives you more of an ability to like, do certain things and think them through fully. They also require patience which adds to that. I didn't have too much of it, but I feel like I gained some

Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

P: I did take an elective this past semester that was it was about all the manufacturing processes like welding and construction and pouring molten metal and castings. So we worked in a team to build a picnic table, worked in pairs, basically on everything, and that was cool. It was really fun to learn that I actually got to use an automated CNC machine, which was really awesome.

Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

P: Authentic learning led to my graduation because it kept me engaged in school. Which in turn, led to my growth and me actually going to college and trying to better my life.

Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

P: I would say implement more of them on a more wide scale. It doesn't really have to be a hands on subject like construction or whatever you can do more authentic learning with other subjects, you know,

Is there anything else you want to tell us?

P: Nope.

GP Participant 6

First, tell me a little bit about yourself and what you have done since graduating high school.

P: Since I graduated, I've been working at a road oil terminal for almost four years now.

Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?

P: I think it was agricultural construction. We built that house. You know, we just used our woodworking curriculum to bring it to fruition and built a model-sized house.

R: What made it stand out to you?

P: It was just a completely new way of learning. It really brought hands on skills you could take from outside the classroom and go put them to use.

What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?

P: I weld a lot now. In our ag mech class, I learned a little bit about welding, and I've been using it ever since I graduated.

How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?

P: The house is one of them. I know we had a few, but it definitely made you excited to get to school and, you know, you had something to get accomplished.

In what ways did authentic learning experiences influence your decisions about your education or career path after high school?

P: Definitely influenced my career path, you know, opened me up that college wasn't my only option that you could go into the workforce right out of high school. And that's what I ended up doing. I can kind of think that to this style of learning.

How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

P: We had some real-life skill classes on finance. Okay, so it was kind of out of the ordinary, you know, learning about how to apply for loans and stuff like that. I feel like I've definitely used that since I graduated.

How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?

P: Most of the standard curriculum, like English in the math classes were traditional. And definitely didn't enjoy those as much. So I'd say I was more eager to learn in other classes that had a non traditional style of learning.

R: Why do you think that was?

P: Enjoyment I would say.

Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?

P: The way we would learn, it wouldn't just be you know, you read it in a book. And that's the only way you have to kind of figure stuff out. And so that kind of opens your mind up to like a different every problem you have you go at it a different way, I'd say.

Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

P: To use the same example of us building the house we worked with, you know, each there was like groups that built different parts of the house and we had to work together. So the communication I would say was like the most important part, okay, and that's every day I'm working with other people and you have to know how to communicate.

Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

P: It just really helped me choose my career path, I would say. It definitely affected my personal life

R: What was your career path at start of high school?

P: I was originally planning to go to college for business.

Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

P: More hands on, I would say is the better for I mean, everybody learns different, I'd say but I just feel like that's a great way to get attentions on the right topics.

Is there anything else you want to tell us?

P: No I don't think so.

GP Participant 7

First, tell me a little bit about yourself and what you have done since graduating high school.

P: I am [redacted], and I am currently working on auto [redacted]. And I so I actually went to school, my first year out of high school, to be electrician. And then I kind of decided to change roles decided that that really wasn't what I wanted to do for a career in my area. And then so I decided to potentially go into some sort of sales. And so currently, I'm finishing up my associates in business management, this May of 2024. And I'm currently working at [redacted], and I'm currently a southern marketing specialist there.

Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?

P: As a southern marketing specialist, I help real estate agents make budgets, trying to grow their business a lot within their territory. Currently, we help them get a big portion of their artwork. So we create a lot of postcards as our biggest the biggest spend as a marketer or a real estate agent, sending out postcards to landowners. So a big portion of my work is getting them their artwork that they need kind of getting everything aligned and sending it along to our graphics team.

What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?

P: There's a few, like, you taught me a lot of like electrical stuff. And I felt like that gave me a kind of an insight of actually really enjoying electrical. And it kind of brought me to

wanting to try it out more and actually worked for like, two years or so two or three years of being electrician. And that really helped me and as well as another time that I built my headboard or whatever. And I feel like I've been able from that construction class. I've learned a lot and been able to build multiple things, and actually learned more than just in the classroom and kind of was able to use it outside of class and outside of all that stuff.

How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?

P: So it's, like, it's another like another thing that you kind of brought in whatever with FFA, or whatever, you know, being a Sentinel, and doing some of those things, I kind of learned to kind of have a leadership role. I would say, in there, I'm trying to think of another class. I don't know that's my biggest thing, I think, really, from where my role is, like I said previously before, but I think FFA really helped out with some of my roles of you know, being comfortable speaking to people as well. And then I guess also a like, I'm trying to think I'm sure I had a speech class in there that kind of helped me write emails better, and kind of be better at talking to individuals.

P: So like I really enjoyed some of like another one of your classes of the Act Mac of the tearing apart whatever motor Tanner and I were building that motor and I really enjoyed coming in and working on it, you know, tearing apart and putting it back together and seeing actually be able to run again, I really enjoyed coming and enjoyed coming up

almost all your classes I really enjoyed, but some of them you know, we're especially we're hands on. I'm really made it better for me.

In what ways did authentic learning experiences influence your decisions about your education or career path after high school?

P: our class that you taught me about electrical, kind of further my interest in wanting to pursue that at the time. And like I said, worked for electrician for about two or three years. And it inspired me to do that. And then actually now wanting to potentially sell some of those tools that I was using that Utah to co ops and other things in the electrical field. And then also, like you said, an FFA I learned some of those skills of how to be a leader.

How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

P: Whenever I build those things, like the chair and the nightstand or whatever, I actually still use that nightstand as well. I built that chicken coop, like I said, just this past fall, but it's kind of helped me learn or whatever.

How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?

P: To me, authentic learning is a big thing for a lot of kids, like especially, or am I going the right direction? Yeah. You know, for a lot of kids, especially that kind of struggle through paying attention like I did, people that really you know, sit there and go through

and lecture it's kind of hard to understand and hard to pay attention. Sometimes you just listening and taking notes, whereas you actually get your hands on, which I think authentic learning is a big part of to me going out and doing things or somebody teaching you the new thing to do on this the big thing with authentic learning.

Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?

P: I would agree that it has impacted my critical thinking skills, like having to figure out a problem. You know, if I have an issue with something kind of like the like, the motor or whatever, you know, we would if something wouldn't fit or whatever we would try and try and, you know, figure out a piece of the puzzle, and use that critical thinking that I learned with authentic learning.

Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

P: Being a Sentinel, being part of the leadership on the FFA, kind of helped me, you know, be organized better, you know, having those meetings, setting up those meetings and getting up in front of talking to To the people and FFA was kind of you know, some of that.

Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

P: The main thing I said, I remember, we fought that headboard to a lot. Like I'm gonna point all the boards down. And then me and man, you know, this one isn't gonna look very good, you know, whatever, like that and kind of had to go whatever, and then working on the motor as well, you know, like, Man, this thing is never gonna start. And then eventually, we're, you know, eventually did it took some time or whatever, and definitely boosted my confidence. It's good.

Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

P: I'm really hands on learning, I feel like is a great way of what you taught a lot of, of things that you know, hands on, it really is, honestly, in my opinion, some of the best ways to learn. And I think that some people, whenever you actually have to sit down and do it with your own hands, it kind of out kind of makes you learn a little bit better. I really think that that helps with authentic learning.

Is there anything else you want to tell us?

P: No

GP Participant 8

First, tell me a little bit about yourself and what you have done since graduating high school.

P: I'm originally from Gridsville Perry High School. I graduated there in 2021. I then went and went to further my education at [redacted] and went into pre -vet there. I figured out it wasn't really for me and now I am at the University of Illinois and majoring in aviation.

Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?

P: One of the ones that comes to mind is probably in your class,[redacted]. whenever we talk about anything, whether it's how to tell if meat is good or bad, or whenever we do carpentry, all that stuff.

What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?

P: Probably back to that last question it'd be about be the same answer with the carpentry and the meats and then even like the livestock judging I still use that to that to this day to pick animals for my little sister to show um but um I I still use them today uh carpentry during the summer whenever whenever I work I use it um whenever I go to the grocery store I I think back to [redacted] class looking at the marbling on it and then yeah a lot of things look a lot of a lot of what I've learned in those kind of classes I still use today.

How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?

P: Probably in high school whenever we were building we had to build uh in carpentry whenever we had to build it that chair uh i don't know if you remember that mr shepherd but we had to build a chair and then staying it and everything and i always liked it i always liked that class because it was kind of like a step out of the actual classroom for the for like some of the day kind of took your mind off schoolwork and kind of got you in there and get your hands dirty a little bit

In what ways did authentic learning experiences influence your decisions about your education or career path after high school?

P: Um, right after high school, it impacted me a lot because I, I really, I grew up on a farm and everything. And I always loved ag classes. So I wanted to go under pre vet, but I didn't, I can, I didn't really like science that much in the first place.

How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

P: Um, yeah, I they there are a lot of instances but but with the money management about about any of those classes I can think of. Almost all of them are still used today. They money management I use in school right now just trying to pay for things carpentry I use over the summer for work. The back to the needs and then the livestock judging. Um and then whenever we used to talk about crops, my family's a big crop and a lot of crop uh

harvesting stuff and so uh whenever I learned about all that, that was perfect because then I every time I go home, I can help my brother uh see if how the crops are doing and if they need insecticide or whatever they need.

How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?

P: Um, well, let me let me look at that question real quick. Is that all right? Yeah. Okay. Yeah, I think, I think authentic learning has helped me more than traditional learning because I, I feel like it's helped a lot of kids honestly because a lot of kids are more hands on and don't like to sit in the classroom for for like the whole day and some, some authentic, authentic classes are aren't all hands on but I still think in the back of your mind you always think I need to learn this because it's about the real world.

Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?

P: Yeah, all the all these are going right back to your class. But yeah, all of them are, like, whenever we're building that chair, you most of the time you want us to figure it out without your help, because then it'd make us actually think about it and figure it out in our own minds. And I think doing that and kind of like taking responsibility and figuring it out has helped me a lot. Because you kind of take responsibility for your own doing now and life after those kind of classes, because it shows you that you have to be responsible and independent.

Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

P: Um, it'd be during livestock judging for sure. I'd be whenever that would be the most time that I had a lot of talking with other people. Um, I think it helped a lot because it helped me with my public speaking for sure. And, and it makes it easier just to be able to walk up to people and talk to them and, and kind of converse with them and become friends with new people. It's just easier to talk to people now because of that class.

Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

P: Um, I think it made me, I think it made me grow up a little bit, to be honest, because it made me see what the real world was going to be like, and how you, you had to learn these things or else, or else you'd kind of just be left in the dust with compared to everybody else. Um, I think they are a really big part of if someone turns out to be successful or not, to be honest.

Is there anything else you want to tell us?

P: No

GP Participant 9

First, tell me a little bit about yourself and what you have done since graduating high school.

P: [Redacted] from Griggsville, Illinois, I came to the University of Missouri last year to pursue a degree in animal sciences. It's definitely different than where I came from, but it allowed for a lot of growth and I'm still on the same track to do animal sciences.

R: Have you had any internships since you started college?

P: I worked at the local vet clinic over winter break.

Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?

P: Can I talk about castration or is that not okay?

R: Go for it.

P: Um, I think it was our junior year. Our ag teacher had us practice castrating with pantyhose and tennis balls. That was...uh...enlightening because after I went to work at the (veterinary) clinic, I helped had to help with castrations.

What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?

P: I'm, I'm just gonna go the ag route just because it's a lot of the things that I experienced in high school and experienced the ag class kind of set me apart from my peers here. So like I said, the castration thing, just general animal welfare, I guess you could say how to take care of animals, believe it or not, they quiz you on that kind of stuff when you get

here. Just general stuff like that. The, then if we go back to just the basic, what's the first ag class called?

How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?

P: I'd say probably the public speaking contest through FFA my senior year. I can't say that I ever had to worry very much about being ineligible and not being able to compete because of my grades. But it was something I was passionate about and looked forward to doing. And again, I gained life skills because of it. Public speaking is something that everybody looks for in a candidate.

In what ways did authentic learning experiences influence your decisions about your education or career path after high school?

P: So my sophomore year I was an intro to ag class and that's kind of what sparked me to want a career in the ag industry. I thought about some like plant science for a while and then I took the vet tech class and thought that it was way easier to not easier but more enjoyable to be around things that taste good. That is what like, sparked me to take the AI (artificial insemination) course, and the AI course. So it's like, this is pretty cool. And I started looking into jobs and what I should major in and what should set me up for success. And that's, so that's what I ended up ended up going to a school that had a good program. And here I am trying to pursue the dream of being in cows all day, every day.

How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

P: (Skip)

How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?

P: I'd say that it set me apart here tremendously. And it's not just because of my background or where I came from. In animal sciences, you expect to sit down in And you look around and that's not what you see at all. And there was, I remember I was walking to my first lab. And it was at the dairy farm. And I've been around beef cattle. So there's a very large difference.your first lecture and all the kids are wearing boot cut jeans and boots and all of that. But I know that dairy cows are more docile than beef cows. And a student beside me, one of my peers who I would assume didn't have any of the hands on. I know you've said the term the whole time. Authentic learning. Authentic learning is beside me. And he goes, I really hope we don't have to touch the cow. And three weeks later, we were palpating them. But I was just kind of blown away because I was in your class, it was assumed that in order to treat animals and learn about them that we were going to have to be hands on with the animals.

Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?

P: Just being in the classes in general kind of make you think a different way. You're not thinking y equals mx plus b or anything like that you're well I guess you can use slope

when you're doing carpenter stuff like Pythagorean's theorem you're not doing something like that so let's just there's just a difference in people like I don't know you see a lot of people who like had to solve their own problems and then you see people that like solve problems they didn't solve their own problems and there's there's a difference um I don't really know I think my ability to do that I kind of want to accredit to how I was raised not so much how I was learned or taught to to think but um I don't know I feel like you did a really good job at like when we were out in the shop it was more of a you guys figure it out I'm here to help you but I'm not going to tell you how to do it and that kind of just gets you in the mindset that that's how you you need to live you need to ask if you really do need help but don't depend on someone else to do it for you.

Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

P: So, we did the soil sampling from the [redacted]' field outside of town, we had to communicate with our group about crop residues.

Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

P: It makes you want to be there.

Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

P: (Skip)

Is there anything else you want to tell us?

P: (Skip)

GP Participant 10

First, tell me a little bit about yourself and what you have done since graduating high school.

P: I am [redacted]. I bought a new truck, got into college for a diesel mechanic and I've worked at [redacted], getting ready to start at [redacted].

R: What is your position?

P: I am a tech.

R: What does a tech do?

P: It means I have to...if you bring in a tractor, I can figure out what's wrong with it, fix it. I got to go, if I could put on a server skull, I got to go out to the farmer's house or place where tractors or combines are at planners and you'll fix them and diagnose them in the field.

Can you describe a specific project or assignment that you felt was an example of authentic learning? What made it stand out to you?

P: In shop class. When you let us pick our projects and I decided to build a picnic table, that stood out because I was learning how to do it by actually doing it with no, no really any guidance, but you, there was some help then.

What are the most valuable skills or knowledge you gained from authentic learning experiences in high school? How do you apply these in your current endeavors?

P: Problem solving, um, being able to think on the fly.

How did authentic learning activities impact your engagement and motivation in school? Can you give an example of a time when this type of learning mainly motivated you?

P: It did make me want to come to school more, especially after rebuilding that lawn mower engine, I figured out what I really wanted to do. And I was trying to get the best learning opportunity I could out of it.

In what ways did authentic learning experiences influence your decisions about your education or career path after high school?

P: (Skip)

How well did authentic learning prepare you for real-world challenges? Can you share a specific instance where you applied what you learned?

P: It actually prepared me really well, where the first place I worked at, I was having to rebuild a combine motor and trying to figure out how to get it out of the combine for the brand new.

R: What skills did you use?

P: It's a critical thinking about how to get it out. What tools I honestly needed, how to find the valve protrusion, miking a crank

How do you compare your experiences with authentic learning to more traditional learning methods? Which do you feel was more effective for you, and why?

P: Well, authentic learning, authentic learning was more effective on me because it helped me out a lot and it still does with my job. Helped me figure out what I wanted to do. Traditional learning. I, I hate, it does not do anything for me.

Can you discuss how authentic learning experiences helped in developing your critical thinking or problem-solving skills?

P: Building a shop skill made me think like I was having to solve and think about how to do it the best way and correctly. And she lost what I was going to say. And sometimes you have to have the critical thinking in the thermic learning experience for you can think on the fly in the probe solving because if you're under a problem, while doing something with a thermic learning, you gotta be able to think on how to solve that problem.

Describe a situation during your authentic learning where you had to collaborate or communicate effectively. How did this experience help you in your post-graduate life?

P: During FFA, when setting up for Apple Festival, we all needed the communication of who's bringing trailers and he's all going to be there to help move picnic tables and the one in the shop goes back to when we were building tables, chairs, all that we had to communicate who have what and some of us had to help the other people.

Reflecting on your high school education, how did authentic learning contribute to your personal growth or self-understanding?

P: [skip]

Based on your experiences, what improvements or changes would you suggest for the authentic learning strategies used in high school?

P: A lot more subjects should use it.

Is there anything else you want to tell us?

P: Get down with your bad self.

Appendix E: SLPS Original Transcripts

Interview 1 (Culinary School)

17:26:31 Hello.

17:26:23 How did those basically impact your decision after? I mean, after you graduated high school, basically. So, but record and we can go ahead and start.

17:26:36 Alright, so thank you for joining me today. I got [redacted]. From Cornet High School, 2,002, 2,018 graduate.

17:26:46 So we're here to to do the research for real cash. The impact of authentic learning experiences on student outcomes.

17:26:57 So I'm going to go and get started. So can you just state your name? Where you from and what high school you want to?

17:27:03 Thank you.

17:27:04 My name is [redacted]. I'm from St. Louis, Missouri, and I went to Carnehan High School in the future.

Q1: So first tell me a little bit about yourself and what you have done since graduating high school.

PR: Okay, well, I've been in the culinary field pretty much since being in high school.

17:27:26 And I went on to pursue my, you know, my culinary job. In [redacted], which is where I live for 3 years.

17:27:36 And ever since, basically, ever since I moved out. And graduated college involved. I've just been working in restaurants and really gaining that in the field experience trying to get this.

17:27:48 You know, trying to get those number of years under my bills. So, you know, I could really have a respect.

17:27:54 And They said are in the industry and you know get my name out there and they work with the right people but Pretty much I've been working in and out of different different types of restaurants.

17:28:04 From find anything from fine dining to. There's sports bars. I've been bouncing in and out, you know, just seeing what it's like in different volume restaurants.

17:28:15 One in the industry. That's really what I'm, you know, passionate about.

17:28:18 So which, struck your, interest in wanted to get into the culinary field.

17:28:26 Okay, well, at Carnehan, not sure if you remember or not, but they used to have like The, we carved it the [redacted] program, which was the building where it was housed.

17:28:37 And they used to they gave I think it was juniors and seniors. The opportunity to. Pursue a trade or line, specific field they have DNA they have respiratory therapy Hey, cosmetology.

17:28:56 Culinary arts and they had they even had a carpentry Carpentry pathway.

17:29:01 And I used to hear about how it was always fun, you know, because everybody brag about how they get to eat.

17:29:07 And all of that and that was that was a really drew me to it like they said that you get to cook food and you want how to cook and you get to eat the food.

17:29:16 And initially that was what drew me to it. But once I got to know the teacher. And started to understand some of his background.

17:29:26 It showed me that, you know, for black men in this industry, there, and this is amounts of money for us and and we really can.

17:29:34 Work our way to the top when it comes to food, cause people are always gonna have to eat.

17:29:39 Okay, cool. Oh, second question. Can you describe a specific project? Or assignment that you felt was an example of authentic learning or we're made to stand out to you.

17:29:50 During your process of pursuing culinary during high school.

17:29:55 Well, while I was still in high school, part of graduating and finishing the program.

17:30:00 We did have to do internships like actually in the field. And, I think my first, like, my first real job getting into, you know, the field was at Saint Mary's Hospital they had us working in the kitchen.

17:30:18 They were about 5 of us, I think. They used to, you know, instead of catching the bus to Beaumont.

17:30:21 We were catching the bus tired, sorry, We got to learn from some good people there too, you know, some.

17:30:29 Some people that have been doing it longer than we have been alive. And So yeah, definitely I got to Do the internship and I got to see what it's like cranking out large volumes of food.

17:30:42 Cause hotels and hospitals. That's one thing that they definitely, people don't realize the volume that it takes to maintain.

17:30:52 Yeah, the food in the hospital or a hotel. So. That was my first real Really experience that I can recall and that had an impact just because.

17:31:04 It was real. It was it was different from just being in class and going to the class where we cook in our little small kitchen.

17:31:12 It was it was a real experience where we had to be workers. We weren't just high school kids.

17:31:18 We had to get in there and handle business and do what we needed to do throughout the day.

17:31:23 Okay, cool. Appreciate it. A third question. Whereas what are the most valuable skills or knowledge you gain from authentic learning experiences in high school and how do you apply these in your current endeavors?

17:31:39 Can you repeat it one more time? I just need to begin.

17:31:41 Yeah. So what are some, what are the most valuable skills are knowledge that you've gained from that that authentic learning experience that you just talked about.

17:31:51 So basically. What are the most valuable skills and knowledge you gain from? Working in that internship, your senior year.

17:31:57 And how did you apply that to your current endeavors? And what you want to do now.

17:32:03 I think the most important things that I took from Going straight, you know being being 17 going straight into working in the industry was You know, We work, the executive chef in the hospital.

17:32:20 He actually wasn't too much older than us. So seeing that someone. Not too far from my age range.

17:32:28 Or not too far outside of my age range. Actually. Running the kitchen and really not even having to touch the food.

17:32:36 He's the boss man. Delegate. He's making sure people are doing what they're supposed to be doing.

17:32:37 Okay. Here.

17:32:41 I think it showed me that It's not far away. And if I put in the right amount of work and I meet the right people and and they work accordingly, then I can be that in due time.

17:32:56 And I think just seeing all these people who have worked in these, you know, restaurants or in these different kitchens where forties and fifties a years and seeing them you know Not really going, I guess they didn't ever want to break past their ceiling

because they were comfortable with just Working their job, you know, I'm saying that that was what was real to me being 17 and working with people twice triple

17:33:26 my age and seeing that, okay, some people are okay with just being workers and there are others who are going to do what they got to do to.

17:33:34 Be the boss and it showed me that I'm not too far removed from being my own boss, you know, in whatever situation it does.

17:33:42 So it definitely, you know. It's hard me to set the appropriate goals. And to continue to network.

17:33:50 And meet the right people and You don't have the right conversations, cause it's all about, you know, you can meet people.

17:33:57 And you could you could get a form. But it's different when you when you have the right conversations and you really get to the bottom of what you need to do.

17:34:09 Okay.

17:34:07 To get where they are. So I definitely learned about networking and I started to take network and seriously.

17:34:14 Okay. Question number 4. How did authentic learning activities impact your engagement and motivation in school?

17:34:24 So basically how did that internship really impact your engagement and motivation or are you just going to the culinary school at BOMA, how did that impact your engagement and motivation and can you give an example?

17:34:39 Of a time when this type of learning mainly motivated you.

17:34:45 The first thing that comes to mind, my executive shift was a black man who had worked in the White House before.

17:34:54 And he cooked for the president. He was the executive chef in the White House kitchen. And,

17:35:01 He was about 60, 65 somewhere around there. And talking to him. And just learning. From him that was that was the biggest takeaway for me that motivated me to.

17:35:17 So actually pursue cooking instead of. Trying to go play sports or any of that because you know the sports would That was always, you know, a pathway that I could have taken.

17:35:28 And I felt like there was a possibility I could have went to sports route. But seeing, you know, somebody that looks like me.

17:35:36 Making 6 figures, 7 figures a year. Just from food that that motivated me to. So really. Would they, would they say, to really think my feeding in?

17:35:49 And and and do what I need to do so I can get there or or wherever I'm meant to be.

17:35:57 It wasn't that I want to be in the White House cooking or anything like that, but it was more so like.

17:36:02 People is is I think it's always important for young people to see people that look like them doing great things because you know at times we feel like is so far out of reach.

17:36:14 Or just it's not even possible. So I think they have me realize that that it was possible for me.

17:36:23 And the second half of the question you said, can I recall an example?

17:36:29 Okay, for sure.

17:36:28 Yeah, you kind of did that. You get an example of a time when it motivated you. So basically, yeah, you saying that black motivated you.

17:36:33 Yep, for sure.

17:36:35 Cool. So question 5, in what ways did authentic learning experiences influence your decision about your education or career path after high school.

17:36:46 I know you kind of, basis on.

17:36:47 Well it had every, it had everything to do with it just because, while we were at [redacted], which was my college.

17:36:57 We, we are, they already see, you know, another African American lady to come recruit.

17:37:03 And seeing her. And talking to her and her really showing genuine interest in my skills said it wasn't just, we're just trying to get kids to come to the school.

17:37:15 She, she saw genuine interest in my skill set and what I had going from the jump so they recruited me from, I mean, from Beaumont to go to Sullivan and they took us on, I think we stayed at Sil for a weekend.

17:37:32 They took us on the Greyhound. We stayed down there for the weekend and got to see what the campus was like and meet the teachers and cook with teachers and etc, etc.

17:37:41 You know, that was what really made my decision for me. Because you know I had been on college visits and I had been on college campuses.

17:37:50 But, excuse me. Like I think talking to professors as opposed to Get in the chest to be hands on with.

17:37:58 Ships that have been doing this forever and classically French train ships is not just people that just learn how to cook one day these people put the work in and they grind it it out.

17:38:10 And, yeah, that, I, had everything to do with my decision after high school just because I got to see the real.

17:38:21 Yeah.

17:38:20 I got to see what it was gonna be like when I get there. So I was like, you know, I was pretty much so after I left the weekend trip.

17:38:26 I was like, man, I don't want to go to school. I don't want to touch a ball no more.

17:38:35 I'm trying to pick these knife up and get good.

17:38:30 I were you talking to me about that? Yeah. Yeah, I remember I'm like, bro, you need to go play football.

17:38:40 You know, kind of I'm just gonna go to school. Be a ship.

17:38:42 Yeah, I wanted the money for me it was all about is for me it was all about the stability of it.

17:38:49 People are always going to have to eat. There's always good jobs, paying. And you know, it's just up to you to meet the right people and move accordingly.

17:38:56 Yep.

17:38:56 And I learned that right away. If I meet the right people and I do the right things and I show the right people, the right, you know, qualities within me that I know opposite.

17:39:06 There's no there's no where I can't go. You know what I'm saying?

17:39:11 Cool. Question 6. How well did authentic learning experiences prepare you for real world challenges and can you share a specific instance?

17:39:21 Where you apply what you've learned.

17:39:27 Hey, you repeated one more time.

17:39:28 And so how well did authentic learning? So basically that internship you going to that culinary school in high school, how did that prepare you for real world challenges and can you name a specific instance where you had to apply what you learned?

17:39:45 Okay. I, I think it prepared me. For dealing with dealing with team building. Learning, learning how to delegate and how to be.

17:39:59 At the top because in when I was in the culinary program I was one of the top students and I was the executive chair for my class or whatever you want to call it.

17:40:23 Yeah.

17:40:10 And I was the one that had to deal with if somebody was slacking. Or if somebody was playing around and they weren't doing what they were supposed to be

doing and we had to get a dish done in a certain amount of time because You know, it falls on the boss a lot of times and people don't realize that until it's dim.

17:40:28 Okay.

17:40:27 So I think I think the biggest thing that I took away and that I can remember is just having to to delegate appropriately.

17:40:36 And to shift the weight however it needed to be shifted. So I can get to the goals that I'm trying to reach.

17:40:44 It was and so we all could reach the goals that we're trying to reach because it wasn't just about me, it was about all of us finish and whatever we needed to finish at that point in time.

17:40:55 So I think in real life, you know, just I go through day to day examples like even working the job that I work right now.

17:41:02 No matter where you go, there are always gonna be solid work horses.

Everybody doesn't, you know, want to work like you do.

17:41:10 Everybody just. Some people just don't have it in them. Some people are there for that little check and that's what it is.

17:41:17 And being that I already had experience with dealing with people like that or dealing with people who were difficult at times.

17:41:24 I'm a lot more patient and they help me be patient and understanding that everybody is not going to be that.

17:41:31 The super worker. Everybody is there some people we're human. Some people come in and they have attitudes and you have to deal with that and Move accordingly.

17:41:42 So I think I think, yeah, it definitely taught me a lot about team building and it changed my attitude as far as like working with people because I'm normally I grew up somewhat of a only child.

17:41:53 I do have siblings, but I grew up by myself. So when it comes to working with people, I like to just do it on my own.

17:42:00 Yeah.

17:42:00 If I could just get it done and I know I'm gonna get it done, a better quality without people.

17:42:05 I had the attitude where I didn't want to have a team. So working with people so much and getting this type of industry and even having management positions at a young age taught me.

17:42:16 You know, how to how they deal with certain things in certain situations. How to have that human resources state of mind, because that's important as well.

17:42:25 Facts. Cool. Seventh question. How do you compare your experiences with authentic learning to the more traditional?

17:42:35 Way of learning. Which way do you feel is more effective for you and why?

17:42:42 So I know you.

17:42:42 I feel like if we didn't have the opportunity to do the things that we did I probably would have went to school and got a business degree.

17:42:54 Okay.

17:42:55 I probably would have just went to college and found a degree that I felt like was going to be easy for me to just get my four-year degree and be done with it.

17:43:02 Yeah.

17:43:02 And, I probably wouldn't be as independent as I am right now. Honestly, just because.

17:43:09 I was already working. I was already getting, you know, getting paid for doing what I was doing in certain ways.

17:43:17 The just having the opportunity to to have that type of learning experience in Trump just being in class every day all day.

17:43:25 So yeah, I feel like. I feel like these type of learning experiences should be
More comment, honestly.

17:43:33 Yeah.

17:43:33 I feel like more, more kids that are in school should get to see. You know,
these pet waves and even going to Carnehan in itself, we did have pathways, but.

17:43:43 I feel like those kids who didn't get to go to Beaumont or to do the things that
we were doing.

17:43:50 They, you know, they had a completely different high school experience than
we did for those last 2 years.

17:43:54 And I feel like ours is better.

17:43:58 Okay, why you feel like your was better? Cause you got to experience more
outside the classroom or?

17:44:04 Yeah.

17:44:02 We got to see the real world instead of just being in this class listening to this
teacher. Who might not even feel like teaching that day.

17:44:11 No fact.

17:44:13 Cause we have certain amounts of people went to school that just Teachers
didn't feel like it all the time.

17:44:18 And the people who got stuck in school all day. You know, they used to, they,
I'm like, a lot of people used to be jealous, seeing us come back from Beaumont or
seeing us get there after we finish our entire shoot.

17:44:33 You know, where you all been at all big? Are we using their work? Like people
weren't getting the same stuff like this.

17:44:39 I feel like they prepared us. Better for life than the people that were still stuck in
school.

17:44:42 Okay. Cool, good answer. Alright, [redacted], we've got a few more questions.

So, eighth question, can you discuss how authentic learning experiences helped in developing your critical thinking or problem solving skills?

17:44:56 I know you kind of touch basis on it about like, develop the human resource type of thinking, but can you elaborate more on that?

17:45:04 Okay, can you repeat the question one more time?

17:45:07 Yeah, can you discuss how authentic learning experiences helped in developing your critical thinking or problem solving skills?

17:45:15 Okay, so being that being that We were so young and you know, we to us when we started the culminating program, it was all just.

17:45:28 Yeah.

17:45:27 We were going there for fun and Mom is that kind of safety. Once I started to look into and meet people who really were making the money.

17:45:38 And succeeded and who were happy. With the the job that they chose and the PAPUA that they chose and when it comes to like The the thought process of it all.

17:45:50 I think overall just being able to Be out in the real world, gaining experience, meeting people. And working with people.

17:46:01 And seeing how really can get. Out there as opposed to just sitting in the classroom. That, that, that process in itself showed me.

17:46:14 They I can shift my brain. Into whatever role I need to and I can grow and I can I can break down situations better than I think most people can.

17:46:26 I'm more patient in a lot of situations that. I think others my age wouldn't be.

17:46:31 My thought process is on a lot of things. I consider. More, I feel like I consider more options.

17:46:38 Then the average person would if they just were asked like a simple question. Our way out. I feel like I weigh out the lesser of the evils better than a lot.

17:46:49 And I think just having these type of learning experiences show me. Yeah, even if it's difficult at times.

17:46:57 How can, how can I shift what I have, or the way I feel. To just make it better for everybody that's dealing with this.

17:47:07 And it showed me that no matter what, even though I might feel like I'm the only one dealing with it, when you're working in the, you're never alone.

17:47:15 So problems that you're dealing with somebody next to you on the line could be dealing with something worse or this same thing.

17:47:22 And it's all about working through and figuring out how to think through things. And I think I was able to.

17:47:30 It's again, we're doing knowledge based on. Everything that I was shown in talk. You know, throughout my internship and throughout the Beaumont program.

17:47:39 And Just all of you being out in the real world and being around real people who Couldn't remember when the last time they read a book or being in school or anything like that just real people who you know they just work they like to work they understand it they have to provide for whoever they may have had to provide for.

17:47:59 Yeah, my thought process is definitely shifted and I think I'm mature the faster. Because of the.

17:48:07 Okay, cool question 9. Describe a situation during your authentic learning experience where you had to collaborate or communicate effectively.

17:48:18 How did this experience help you on your post graduate life?

17:48:24 Kind of talked about. No.

17:48:22 Okay, I know I just kind of talked about [redacted] or whatever, but there were just multiple situations, where alright, so my senior year, we competed at Forest Park in a covenant competition against like I think North tech was there.

17:48:40 Career academy, their covenant was there. It was, but at teams of 4.

17:48:48 Yeah.

17:48:48 And basically, they give you free reign to go through this big kitchen. And, use, starting, ingredients that you have to include.

17:49:03 Yeah.

17:48:58 And you have to come over 3 courses and. You know, made the best team win. And while I didn't, I felt like I didn't have the best team.

17:49:08 And the other kids may have been more prepared. Going into the situation. I just had to leave it up to us and what we knew and believing all the stuff that I that I chef was teaching us and everything that he was saying. It was always in the back of my mind so I could relate the messages to my team.

17:49:30 And working, working with certain people, certain people didn't want to do certain stuff. You know, we were all excited.

17:49:36 But certain people weren't taking it as serious as I was or or as the other teams were. Because you know there were there were keys that we really were competing for a scholarship and we didn't even know it.

17:49:47 Hmm. Okay.

17:49:48 And, it was one of those situations where it did get difficult and I felt like. Maybe our dishes looked a little bit basic or they didn't have as many layers, to them as the other teams or starting other schools.

17:50:01 But I felt like we came together, we put our hands together and we. Plan appropriately and that that That mine said to have a good plan, a solid plan.

17:50:14 Which was always instilled in those we we made happen and we got all our courses out. We made it happen and we got all our courses out.

17:50:22 We, we got second place. We might have gotten, I think we got third. We got third place for sure because I remember they gave us the.

17:50:27 And, the best student from East team or whatever they gave them a full knife key like it was just like he had a whole piece in it just This, you know, and stuff like that.

17:50:40 And it was, it was a good experience, like just being being a part of a team and. Not having to just do the whole top thing by myself.

17:50:48 You know, and working with other people. My not have been on the same level as me or on the same level as of the kids that were there.

17:50:56 One of them.

17:50:56 You know, I had to work with him and sometimes I had to learn to pick up the weight. If somebody taking too long to do something, how can I help you?

17:51:04 Do what you're doing better or faster. More effectively. However, you know what I'm saying?

17:51:08 Okay.

17:51:14 Yeah.

17:51:12 How can I do that in a manner where you don't feel offended? Because people, people getting, you know, people get in their films and whatever, but I had to learn how to effectively communicate.

17:51:24 Okay.

17:51:23 No. You will say that that helped you with your, how did that help you with your post graduate life?

17:51:30 That situation right there. Just getting like a quick example.

17:51:33 I mean, I work with a team every day and the job that I have right now. We ruined short staff on a day-to-day basis.

17:51:45 Yep.

17:51:41 We run The whole kitchen with 3 or 4 people. And it's hard. It gets hard working multiple stations in the middle of a crazy lunch rush we get we get slammed every day from 11 to 2 pm.

17:51:57 Yeah.

17:51:57 We hit. So, just, just every day learning, learning how I can help somebody or how I can ask for him.

17:52:05 With our, you know. Throwing somebody else off for, you know, cause at the end of the day, we all had the same go.

17:52:17 Yep.

17:52:12 So the crank is food out and to make sure the quality that we want it to be. Craiging out quality food and working together and doing it all.

17:52:23 So just in my day-to-day life every day going to work. I have to deal with the team and I have to maneuver with people.

17:52:29 So. Yeah, just going through all of that in high school. Really made it easier for me to be able to ask for help or to ask somebody if they need him.

17:52:40 Cool, question 10, got 2 more reflecting on your high school education, how did authentic learning contribute to your personal growth or understanding?

17:52:49 You kind of already answered half of these, but. So you can just.

17:52:51 Yeah, it's all good. Okay, so how did they contribute to my personal growth?

17:52:56 Yeah, or a self understanding.

17:52:59 Okay. I think more than anything and I think one of the most important factors that I learned from being in high school and going through everything at our deed in school.

17:53:12 And these, you know, the authentic running experience of just being in a cochlear program. Was patience.

17:53:20 The amount of patience that I had to learn. So to get through to get through college. To get through working jobs that I might not alike or might not alike people.

17:53:33 That they were working there because you know when I get anywhere I'm not slacking. And our work jobs with people who are.

17:53:38 Yeah.

17:53:41 And I think I'm able to be patient and trust the process a lot. Because I had the time to.

17:53:51 So, [redacted] to learn patients, to really learn how to do this. Sit back.

17:53:56 Take a deep breath and. Figure out how to solve the problem. It really helped me with problem solving.

17:54:03 And I feel like. My temper was a lot crazier when I was younger.

17:54:09 Yeah.

17:54:11 And when it comes to dealing with people, I will snap out. If you're not doing what you're supposed to be doing, if I feel like.

17:54:18 You hold on a team that I'm gonna step out. But growing up and dealing with so many different personalities and different people.

17:54:27 In all of these different environments that I've been in from Livingston in St. Louis to living in Louisville.

17:54:34 Is this? It's taught me patience. You told me how to really be patient with people.

17:54:38 Cause everybody doesn't learn on the same at the same pace. Everybody doesn't have the same capacity to learn.

17:54:46 And I learned that as well. Just, just. One know how to be patient with people in situations.

17:54:54 Things they get on my way that I didn't expect. Wonder how to maneuver through the obstacles and and be patient and trusted.

17:55:01 And make it happen. More so just make it happen.

17:55:08 Yes. Okay.

17:55:05 Okay, cool. Last question. So based on your experiences, what improvements or changes would you suggest for authentic learning strategies used in high school?

17:55:17 I think the most important thing. Would always be to hire. Qualified candidates. But also If I feel like you have to pay attention to the demographic of where You are and and what type of people you're catering to you have to cater to the audience and how I spoke about.

17:55:41 How it was important for me. As a black male in the city. I had to really, really.

17:55:50 It makes something to me that there were people that look like me doing what I'm doing and thriving in these environments.

17:55:56 And that that played a major part in my life just as it was because You know, sometimes we don't get to see people that look like us striving if it's not a rapper or athlete.

17:56:06 Yeah.

17:56:06 And it made it easy for me to tackle real life seeing. That people that look like me are doing this.

17:56:13 So it can't be that hard. And if it is that hard, they made it happen. Why can't I?

17:56:18 Oh cool. That's all I got for you, Brodie. Got like 9 min left, so about to.

17:56:24 About to log up on its own, but I really appreciate you, man. I owe you one.

Interview 2

18:08:22 Okay. Alright, so yes, so I got 2,021 graduate from Carnehan High School.

18:08:36 Okay.

18:08:31 I'm so thank you for joining today. So before we get started, can you please repeat or just state your forward name and what high school you graduated from in a year?

18:08:41 My name is, [redacted]. I graduated from Cornia High School or the future.

18:08:49 And my graduating class.

18:08:51 Coco, can you first tell me a little bit about yourself and what have you done since you've graduated high school?

18:09:00 Well, since graduating high school. I started to I went to the Lincoln University, Missouri.

18:09:07 And, This is I'm going to my junior year. I'm pursuing my, bachelors in political science.

18:09:17 And with the minor criminal justice, but I played a couple of seasons of football, probably like 2.

18:09:24 2 seasons of football, And I just been, you know, studying just trying to get my degree.

18:09:35 Yes, sir.

18:09:31 Okay. Alright, so you was straight there at the house school at the graduate. Alright cool.

R: Can you describe a specific project or assignment that you feel was an example of authentic learning and we're made to stand out.

18:09:47 So basically authentic learning. Would be examples of like you go into a field trip you having a guest speaker you being a part of some type of program that that motivated or inspired or expose you to college.

S: More definitely. I don't know if you remember, but, [redacted]

18:10:07. She used to take those actions. She was taking us to Jefferson City about every year.

18:10:14 Okay.

18:10:12 We used to have a little program called like youth and government. Was like initially sparked my interest in, you know.

18:10:18 Going to college and doing what I, you know, seeing my major, I'm political science major.

18:10:23 We used to go to, and like, it's like a, probably like a week long conference where we used to like do, you either was, a legislative person or a judicial person.

18:10:37 Legislative people, you know they like made laws and you know I'm saying debated laws and stuff like that where I did judicial so I

18:10:42 I was kinda like a mock lawyer. We did mark trials. And I was like either the representative or posterior, that just really sparked my interest in you know, wanna become a lawyer and wanna go to law school like that.

18:10:55 No.

18:11:03 Okay.

18:10:56 There's no, Third question. What are the most valuable skills or knowledge you gain from that authentic learning experience and high school.

18:11:09 And how does it apply to your current endeavors right now?

18:11:13 Honestly, I would say the. The the most volume squad learned from that is network. You know how to talk to people.

18:11:22 You know what I'm saying? Interacting with the community. And I, that, kind of like was it that experience I would say was like a catalyst for, you know, saying what I am in now, like, you know.

18:11:30 Cause every day on my college campus, you know, it's like internships coming in and just.

18:11:35 Job fairs and career fairs and stuff like that and it just it's a valuable

18:11:41 Oh, just, you know, saying, be able to talk to people, not even, not even, all know, like a career stuff, you know, just like being able to get a general connection with people.

18:11:51 I think that's when our first movie like learn how to do it because like I say like It was just like schools.

18:11:56 I'm saying, little school from like all over Missouri, you know what I'm saying? Like boom, like not boom, feel, the bull here, like, down in Seymour came dry like all over, like 50 schools in the and there's some of the people I still talk to to this data.

18:12:08 No.

18:12:09 No, that's what it's about. Fourth question. How did authentic learning activities impact your engagement and motivation in school and can you give an example of a time when this type of learning mainly motivated you?

18:12:28 Well, can you like break that question down a little bit?

18:12:30 Yeah, so how did authentic learning activities impact your engagement and motivation in school? So I guess, so how did Dr.

18:12:40 Sumner class keep you engaged and motivated at school? Alright, can you give an example? Another example.

18:12:43 Yeah, [redacted] she just was a great teacher overall. You know, she always find ways to keep us engaged with, you know what I'm saying?

18:12:53 She like around that time when I was in high school you know that was around the time like Donald Trump was like first you know if you're running for president and stuff like that.

18:13:01 So we just like every week we used to have like. I forgot what they called, but they was kinda like mini debates, you know, it was like no, she just used to like, what I'm saying, kinda you must freedom like to speak our mind and speak our voice, like, you know what I'm saying?

18:13:20 Yeah.

18:13:18 Her day topics at that time and the digest you don't say a spark. Even more, you know what I'm saying?

18:13:25 We wanted to be a lawyer and attorney and stuff like that because you know I'm saying I was kind of good at like those debates you know I'm saying an idea I like

them you know and I like you know picking my classmates minds and you know see what they see they point in view.

18:13:38 You know what that?

18:13:39 Yep. Okay, cool. And what ways did authentic learning experiences? What did those authentic learning experience influence your decision about your education or career path after high school.

18:13:53 So you kind of talked about the field trips but. What, I guess like, what about those field trips?

18:13:59 What else did you learn at those filters going to Jeff City. They're really influence your decision about your education.

18:14:05 After high school.

18:14:08 Oh, really just like how to like the when we went to those those seminars and those conferences, the using government conferences like a lot of those things Ryan ran by like law students and like lawyers and stuff like that so Like I say, Halaha, you know what I'm saying, that worked with the other kids and students that were there also network network network.

18:14:30 With, you know what I'm saying, the law school students and the, you know what I'm saying, the lawyers and they just really was telling us like, how, what is the?

18:14:37 The requirements and what entails to be a lawyer. You know what I'm saying? That really sparked my interest.

18:14:42 You know what I'm saying? Especially when they start talking about I remember Tara specifically talking about this for special law professor from sleu she like at a point of time She probably was making like 500 K a year, you know what I'm saying?

18:14:54 You know what I'm saying? I just, you know what I'm saying? Come for our conference.

18:14:57 That's a lot of money, you know what I'm saying?

18:14:59 Okay. Question number 6. How well did those authentic learning experiences prepare you for real world challenges and can you share a specific instance where you had to apply what you learned at the conference to something current?

18:15:15 I would say they, they prefer me kind of well, you know what I'm saying?

18:15:21 Just like I said, It was a lot of schools there and this was a diverse crowd, you know what I'm saying?

18:15:26 It kind of prepared me like you know what I'm saying? Cause coming from St. Louis, where I come from, I mainly only saw people that look like me acting like me, you know what I'm saying?

18:15:34 So going to that environment, it was just, you know what I'm saying? A bread the fresher, just, you know what I'm saying, interact with other people and just learn how, you know what I'm saying, maybe go into that environment.

18:15:43 Okay, man, question 7. How do you compare your experiences with authentic learning? To the more traditional learning method.

18:15:53 And, which do you feel was more effective for you or why?

18:15:59 I'll definitely save the authentic, you know what I'm saying? Traditional.

18:16:04 After like I have other teachers that try to, you know what I'm saying? Got me down that path, you know, I'm saying what I wanna do, but.

18:16:13 You can't be like that hands on experience. You know what I'm saying? That's just like, you know what I'm saying?

18:16:18 It's better than any other thing that you can do. You know what I'm saying? Cause you can tell me about it, but for me, actually, you know what I'm saying, the experience of myself and there, you know what I'm saying?

18:16:25 You know what I'm saying? It's like going through it. You know what I'm saying?

18:16:29 You can't beat that, you know?

18:16:30 No, I agree. All right, question 8. Can you discuss how authentic learning experiences helped in developing your critical thinking or problem solving skills?

18:16:42 More definitely, at those conferences, you know what I'm saying? [redacted] helped us.

18:16:52 She held us a lot, but it really was just all on our own, especially if you was like a judicial person.

18:16:56 She really was, that really was her area of expertise. So like if you was a judicial person like you really had to like we hear they gave us like mock cases and mark trials.

18:17:07 I'm like that we have what I'm saying really do like 20 pages 2040 pages of like case files and just like come up with our own you know I'm saying defense or you know I'm saying come but you're wrong you know I'm saying if he was in depend on using the defense attorney if you was a prosecutor but You really have, you know what I'm saying?

18:17:23 And sometimes when you get a nose. It was like kinda like turning this out, like you know what I'm saying, lawyer, versus lawyer, prosecutor.

18:17:33 Yeah.

18:17:40 Cool.

18:17:30 When you get those like, Like it was like competitive, you know, especially when you're getting those home and this is like, kids from 50 to see the other schools you gotta like be quick and think on your feet you know what I'm saying especially you know I'm saying if you want to have a good, of what they say you know what I'm saying or just you know stuff like that you got

18:17:48 to really build a quick thing I mean think quick And just you know what I'm saying, usual resources.

18:17:54 Question 9. Describe, you can't already just give, but you can elaborate more on it, but describe a situation during your authentic learning.

18:18:03 Where you had to collaborate or communicate. Effectively, how did this experience help you in your postgraduate life?

18:18:15 I remember one year specifically they kind of like you, it always was teams the 2 at the turn.

18:18:25 It was, but why hear some simply, they kind of switched it up. They like paired you with a partner or you know I'm saying perjury what other people would just you know what I'm saying see like the different combinations.

18:18:32 And you just got a really like, what I'm saying, it's those skills I learned in that, that.

18:18:36 You the government's conference, you know, saying preparing me for like, you know what I'm saying, working with other people, especially on short notice, you know what I'm saying?

18:18:44 Like they didn't even tell us to go happen. And you just have the word with other people, you know what I'm saying?

18:18:48 Like, you know what I'm saying? It really like helped. Like, cause when I got to college.

18:18:52 It's like, you know what I'm saying? You might not. A lot of the classes I have, especially like first in person year.

18:18:58 It was a lot of like group projects and there just, you know what I'm saying, working with other people and just.

18:19:03 No, I'm saying, main way with other people on campus. I think they're really kind of prepared me for when I got to college, cause I don't think, you know, say I probably would have been more sour and nervous, you know, working with a group of people, but that kind of prepared me to go into that, you know.

18:19:17 Yeah, Alright, question 10. Reflecting on your high school education. How did authentic learning contribute to your personal growth and your self understanding?

18:19:31 Like I said, coming from where I come from, I really don't. Well, I didn't meet personally.

18:19:39 I didn't see like, you know what I'm saying, black lawyers or you know I'm saying.

18:19:43 People of color and those like higher positions, you know what I'm saying? So when I got to the UN the government conference I was seeing like black lost duals.

18:19:55 I was seeing, you know what I'm saying, black law conferences. I was seeing, you know, people coming in those positions of power and I was like, you know, they kind of and maybe wanted to go hard.

18:20:07 Yeah.

18:20:03 It may be thinking, you know what I'm saying? You know what I'm saying? It kinda gave me a little bit of self confidence, you know, reassurance that I could do it.

18:20:11 You know what I'm saying? Because at first I really didn't know if I could because I didn't see anybody you know I've seen doing it but after going to those conferences and meeting those people and seeing what they do it kind of gave me reassuring that I could do more companies than myself.

18:20:24 It is hard. Alright, last question. Based on your experiences, what improvements or changes would you suggest?

18:20:33 For the authentic learning strategies used in high school.

18:20:36 Hello, I really wouldn't say any improvements to only improvement or what says we need to you know what I'm saying has to have programs like this for more not even just for you know I'm saying what I what I was interested in like you know saying the law stuff or you know I'm saying the political stuff even for any something you know I'm saying like engineering you know I'm saying stuff like that for

18:20:56 Yeah.

18:20:57 any outlet we need to have those more hands on experience so kids can really
You know what I'm saying?

18:21:02 Cause it's kinda. It's kinda hard, you know what I'm saying? Thinking, cause I
know a lot of people I went to college with, they thought they were gonna do some.

18:21:16 Yeah.

18:21:10 Since high school since they first my husband and they get up there and they
actually do wanna work in college and they realize man I don't really want to do this you
know I'm saying Like, so when, when, when I think if you get that in high school, you can
really, you know what I'm saying, if you get that in high school, you can really, you know,
say, see how it's going to be when you get to

18:21:24 Yeah.

18:21:24 there. And when you get to that stage so you can already be sure, you know
what I'm saying?

18:21:28 Cause the worst day I know guys, it's like and females and like they up here
right now they probably they do your you know say how are you gonna graduate and
now that you know, say they're gonna change their, because they realize they already
wanna do it.

18:21:40 Nothing.

Interview 3

19:07:29 Let's say.

19:07:30 Bye, bad, so I got somebody calling me. Let me knew my stuff, my back.

19:07:36 Alright, bye.

19:07:34 Okay, Alright, I'm gonna ask you those questions again because I The closed
captions went on.

19:07:45 So basically, can you state your first in your name? And what school you graduated from and what year you graduated.

19:07:53 Okay, my name, [redacted]. I graduated from Courtney High School of the Future.

19:08:01 In my year that I graduated was 2018, 2,018.

19:08:07 Alright, so can you tell me a little bit about yourself and what you've done since graduating high school?

19:08:14 Okay, well. Little bit by myself. I'm 24 years old.

19:08:22 I grew up in the inner city of North St. Louis.

19:08:29 And the biggest thing that I ever did after graduating high school. Is I got my LC and commercial driving.

19:08:38 I deliver, products, services, whatever that may need be. I'm, I'm in the making of, Growing that business and That's one of my biggest accomplishments.

19:08:52 So right now, I've been doing commercial driving, so long. It feel like so long ago since I graduated high school.

19:08:58 I've been doing commercial driving now for 5 years now. So. It's kinda like once I jumped out of high school.

19:09:05 I went to college. I did the college route. Yeah, I figured I figured out a different route.

19:09:13 Okay, cool. Can you describe a specific project or assignment that you felt was a good example of authentic learning and we made it stand out to you.

19:09:23 I think learning.

19:09:29 Angle!

19:09:33 So it was a time where we went on, what were we, I forget the college name, but I know.

19:09:41 It's basically just the college experience, the college trips that we had. Cause we, I always go to like the big time colleges.

19:09:50 We were, we went to some of the small colleges, you know, some of the around the corner colleges, you know, so it was like some of those and the people that was actually going you know, actually being hands on with us.

19:10:03 So it kind of. G me to Give me to the understanding of being a learning, yeah.

19:10:12 Cool, so when you mentioned that you you started driving trucks and you got your LOC so Was there anything and like where did you get that idea from her like whisper that interest in doing that?

19:10:33 Okay.

19:10:28 Oh, so it's kind of like a family business. Oh, my, now really they like built in family if I could say that.

19:10:41 They don't really inspired me to actually get out and branch out on my own to do that days because they took me under their wing.

19:10:50 They showed me the is and I grew to love the loved work.

19:10:53 Okay, cool. Question 3. What are the most valuable skills or knowledge that you've gained from authentic winning experiences in high school?

19:11:04 And how did you apply it to your current endeavors?

19:11:07 Okay, I can't really say 3.

19:11:09 When I just you don't have to be 3 so it's just so what are the most valuable skills that you've gained.

19:11:15 And learned from authentic learning experiences. So we can just be one.

19:11:19 So yeah, I feel like being able to adapt.

19:11:24 Okay.

19:11:24 Or if I said they were right.

19:11:27 You said said again, you kind of went out.

19:11:29 Or intended.

19:11:31 Oh yeah, yeah, you said it right.

19:11:33 Yeah, yeah, yeah.

19:11:34 Okay, how does how did that apply to your your current endeavors now so
How did you learn?

19:11:42 So how how you learned how to adapt, how did you apply that to what you're
doing now.

19:11:50 Oh, let's see.

19:11:55 Cause being able to, I feel like, okay, I'll let me, let me word it up for you.

19:12:05 Are you good? Take your time.

19:12:02 I got it right on the tip of So it's just made me more like a people person, if that
makes sense.

19:12:13 Yeah.

19:12:14 So to adapt to like the surroundings, you know, the, the work that I'm doing,
you know, being real.

19:12:25 Yeah.

19:12:21 Okay, I'm gonna say the word again, real detail oriented. Or it's Or end, yeah.

19:12:29 Okay, then question 4 how did authentic learning activities impact your
engagement and motivation in school? Thank you, give an example over time.

19:12:40 When this type of learning mainly motivated you.

19:12:43 Yeah, being me being a Oh, passive learning. I feel like just trying to get the job
done, you know, that makes it sort of figure out a way to.

19:12:55 Work things out that really gives them a motivation to me and being able to
actually help out you know And by, help out with the things that I've learned to, you
know, share with other people if that makes sense.

19:13:09 Yeah. So.

19:13:10 Okay, and you give an example over time where authentic learning motivated you?

19:13:18 Yeah, I can. It was sometimes where, We are seeing in athletic director's office.

19:13:27 Hmm.

19:13:27 And he'll tell us here, talk about, you know, cause first I'm gonna just tell you this story right now.

19:13:33 Let me just, Go back. So, I actually didn't, go to.

19:13:39 [redacted] my first semester. So it was a time where I was actually in his name, [redacted].

19:13:46 Program that he that he has I forget the name of it but I was just working from home basically and Sorry, he noticed my grace.

19:13:58 He noticed that I actually wanted to get an education. So that That brought me actually a pathway to Carnehan.

19:14:06 So that was, that was the time right there with my passive learning. Took place.

19:14:11 Oh, question 5. And what ways did authentic learning experiences influence your decision about your education or career path after high school?

19:14:24 There's different ways around it.

19:14:32 Okay.

19:14:28 There's different ways. You can learn anything out of different ways. So many, so many opportunities, so many fields.

19:14:36 There's a lot of learning out here that's available for people.

19:14:39 And so, what experience in high school taught you that? Or help you guide to help you pick your career decision.

19:14:47 So. What happened in high school maybe? Was there anything in high school that? Impacted you to say, hey, maybe I do want to go be a entrepreneur and and and get my own LLC and become a driver.

19:14:59 Or was it when because you did say you went to college first or was it something in college too as well that was like.

19:15:05 That's what I was just gonna say is more was in the college thing because graduating high school I did not think ever that I was going to drive.

19:15:15 So mostly in college.

19:15:15 Okay. What happened in college? It was a climate or what happened?

19:15:19 Okay. Yeah, yeah, yeah, okay, so Hey, Kylie's just, oh, I went to college for business administration.

19:15:29 So I kinda got the background of, you know, a bit, the field of business. So they kind of, you know, made me think like, man, I say how my own business are.

19:15:39 So that's basically my Mazer that I. That I selected gave me. You know.

19:15:45 Okay, so with that major was it an activity? Was it a teacher? Was it a class? What was it in a major that sparked it?

19:15:55 Okay, yeah, it was it was really a class. It was a business development. So I was really basically teaching us how to build up a business and actually reach out to customers and stuff like that and market marketing.

19:16:11 Yeah, market market, er, things like that.

19:16:15 Cool. Question 6. How well did authentic learning prepare you for your real world challenges?

19:16:22 So that business class that you're talking about, how well did that prepare you for the railroad challenges that you face today?

19:16:28 And can you tell and give an example?

19:16:31 That is always room a lot more is not a, is not a cap on what you can learn.

19:16:37 Okay, so wait until when did you have to apply that in the real world? Or can you give an example when you had to apply that?

19:16:48 Hmm.

19:16:45 So is the time where I wanted to actually start up my business and, I was fairly real, fruitful of what my outcome would be.

19:16:54 So, I basically went under my uncle. yeah, I called him. My uncle.

19:17:02 My uncle Wayne actually learned the steps. He took it down. He broke it down and it was really like a good hands on activity.

19:17:06 So I feel like more being like hands on with things. Is a part for you.

19:17:12 Okay. How do you compare your experiences with authentic learning to more of the traditional method? So that more, how would, how would you, ex, well, how would you compare that experience that you had hands on to the more traditional way of teaching people.

19:17:31 And which way do you feel more that it's more effective?

19:17:35 Like if I feel like hands on is a better way I'm learning.

19:17:40 Yeah, or do you feel like the traditional way is a better way of teaching people?

19:17:44 I don't know. I don't, can you give me an example of a traditional way?

19:17:48 So basically just sit in the classroom, lecture, test. I didn't.

19:17:52 Yeah, yeah, okay. I get it now. I get it. I get it.

19:17:58 Okay.

19:17:59 Yeah, I feel like or hands on, you know, because I can, I can speak like from people that got like, start turn attention span thing.

19:18:08 And if you're sitting down in one spot, you're not really learning for real, you just gotta, being hands on is the best way I feel like because you can actually You know, if you mess up, someone's there to show you how to do it the right way.

19:18:22 And if it's just, you know, oh, if we just all sitting down, somebody else could be doing some for somebody else over there.

19:18:29 It's just is there certain ways that's that's more better than the traditional way.

19:18:33 Okay, question 8. Can you discuss how authentic learning experiences helped in developing your critical thinking or problem solving skills.

19:18:43 Yeah, you say it again

19:18:46 So can you discuss how? Their authentic learning experience, their hands on experience or that class. The class that you took, how did that help develop in your critical thinking and problem solving skills?

19:19:04 Hmm. That's.

19:19:03 So what happened in that class or was it an activity in that class that was like, okay, this help me with critical thinking or or when your uncle was training you.

19:19:18 Okay.

19:19:15 I'm grazed and Grace were really. Cause I think, thinking I was doing the right thing, I'm thinking I'm doing the right thing.

19:19:23 I'm trying to, you know, just take take it at my own pace, but then I got my graves back and it was like hold up man I'm not I'm not can't be doing stuff right so me actually being on more vocal and you know reaching out to the instructor to get more.

19:19:39 You know, just more help.

19:19:40 Okay, cool. Question 9. Describe a situation during your authentic learning where you had to collaborate.

19:19:48 Or a communicate effectively. How did this experience help you in your, in your postgraduate life.

19:19:56 One more time. It's like kind of long question.

19:20:01 So describe a situation while that you when you were in high school. When you had to collaborate.

19:20:09 For authentic learning.

19:20:13 And how did this, how did this experience help you in your post graduate life?

19:20:24 Oh no, I feel like we had a good staffing so they really enforced a lot of things that that was that I felt was what we really needed.

19:20:34 If that makes sense, they was really bringing up like real life situations and stuff like that. So that kind of made me.

19:20:40 Get a big kind of a pitch of what life may have for us and And sometimes it was like. Sometimes I didn't know I didn't know nothing so I didn't know the relationships we really built so I can actually reach out to people if I still need help.

19:20:58 So it's like. I feel like on relationships, honestly.

19:21:03 Oh, that's a good answer. Question 10 reflecting on your high school education. How did authentic learning contribute to your personal growth or self understanding?

19:21:17 One more time you skip

19:21:18 Yeah, so reflecting on your health, your high school education. How did authentic learn and contribute to your personal growth or self understanding?

19:21:28 That's a good question. I just feel like this is saying it's the same, like we, you know, relationships like we had a really good, I'm telling you, we have some very great teachers up there and they really kind of looked at all the students as like they love brother they sign their daughter and listen to and stuff like that so I just wanna get real big on the relationships that I

19:21:50 built.

19:21:52 Okay, so last question based on your experiences with, based on your experiences with improvements or changes would you suggest for authentic learning strategies used in high school?

19:22:06 You know how to say.

19:22:09 Good. So based on your experiences. What improvements would you suggest for authentic learning strategies used in high school?

19:22:19 Oh, be more hands on group activities, group activities. They just make sure everybody on the same page.

19:22:26 So I feel like group activities is good and being more hands on being more alert to if you see somebody, you know, not doing good at someone else, but not saying that like everybody should be on the same page but everybody should have you know their own I don't know how to say it.

19:22:43 They're on their own lane still, but If the goal is to succeed then Everybody should be on that go, I feel like.

19:22:52 Okay, cool cool cool. Well, that's all I got for you I appreciate you for taking time out.

Interview 4

18:02:11 Close caption is his own. Alright, you often start recording in.

18:02:19 Alright, cool. Appreciate you for that, taking the time out to do this today.

18:02:24 Hello.

18:02:24 So before we get started, can you state your name, your first and last name? With school you graduated from and the year you graduated.

18:02:33 My first, my first name was [redacted], that's an intern, but the school, I graduated from a summer high school and I graduated.

18:02:41 The year, 2022.

18:02:42 Alright, cool, cool, appreciate it. So first question, first tell me a little bit about yourself and what you have done since graduating high school.

18:02:53 I'll be a little bit by myself. I just like children, a cool person. Then since high school, I was just working like a basic job.

18:03:03 I was working at

18:03:04 Alright, and now we're like, what else? Like, so what you doing now? Like to talk about that.

18:03:10 What I'm doing now is I'm a student job clubs. I completed well the I'm just waiting to get a job's license so I can go to advanced trade on the different center probably.

18:03:21 So yeah.

18:03:23 Yes, yes sir.

18:03:21 Okay, so you say you do well there Okay, okay, and then you say you're trying to get it an advanced trade.

18:03:28 Oh yes, sir.

18:03:29 So what would you want to do with that advanced trade?

18:03:35 I'll poppy do a complete trade there. That might be my career for the rest of my life.

18:03:40 Okay, so [redacted] and

18:03:43 No, the advanced trade.

18:03:45 Okay, so what's an advanced trace? I'll talk more about that.

18:03:49 It's like a trade where you go like to get like better pay. Like yeah, just better pay

18:03:57 What type of industry?

18:04:01 Probably, I suppose we doing a drone problem, but I have to. See if I get except the, so yeah.

18:04:07 You said drone problem?

18:04:09 Draw.

18:04:10 Oh, drone pilot, okay. Okay, so you, okay, this was up, so you wanna be a drone pilot.

18:04:12 Good. Yeah.

18:04:16 Okay, as though. And is [redacted]? I know that. Okay, that's what's up.

18:04:21 So can you describe a specific project or assignment that you felt was an example of authentic learning? So basically authentic learning.

18:04:30 Is something that you did in high school that was like a field trip, a guest speaker. A project, hands on project, something that, That you did that you remember.

18:04:49 Yeah.

18:04:44 I mean, the is the V you plan? Do they? Well, when the careers came born, Lake University job clubs, yeah, that event.

18:04:56 Okay, we made that event stand out to

18:04:59 It is. It just gave me like, yeah, I just looked at like give up truth that just wanted to take a life like different careers, maybe maybe look at like different opportunities, what was out there.

18:05:12 Just, just think I worked in a record job at the hospital, actually like be something in life. So yeah.

18:05:16 Okay, third question. What are the most valuable skills are now that you gain from authentic learning experiences in high school.

18:05:26 So situation like so experience is similar to that fair that we had. I, when did you learn or what are some valuable skills that you gained from it?

18:05:45 Okay.

18:05:36 Probably communication, community people. We're a team working with people. Yeah.

18:05:49 Yeah, just learned. That's, that's why it just,

18:05:54 Yeah, it's right. Just interaction.

18:05:54 Okay. Alright, so those that you just named, how does that help you? Or how do you apply those?

18:06:09 Okay.

18:06:05 In your current endeavors right now, so. Work and team work, communicating, how does, how do you use that in your everyday work while you work in a job court?

18:06:16 Just, just making no plans and just getting help with them with different things as far as like my trade.

18:06:23 Hmm. Give, give an example. Like where you had to get help or something.

18:06:30 As far as like if I'm like, I can help somebody since I'm already done my trade off communicate with them and tell them what to do and how to do it.

18:06:38 This far as communication. Hey, work, I'll work with them. They're like, well, the project together, well, I guess not to dot together.

18:06:49 So yeah, that's teamwork.

18:06:49 Alright, so you say a word of project against, like which, like, what do you gotta do?

18:06:54 Like, Okay.

18:06:54 Like we're like, if somebody, if somebody need like a table made or cape and we will like.

18:07:00 We're pet the matter together. Yeah, that's the project.

18:07:04 Okay. Alright. How did authentic learning activities impact your engagement and motivation in school?

18:07:15 So even like something, I want you, that's gonna be like a 2 party question, so.

18:07:20 How as authentic learning activities impacted your engagement and motivation when you were in high school and then I want you to talk about how that impact you.

18:07:28 Why are you in job court?

18:07:30 I mean, it wouldn't be in high school just to get out of school, like, just to complete my job, basically all working.

18:07:43 Okay.

18:07:39 Give my, the, This for its output, it's more than me just to get through and get a scale and get a train done.

18:07:49 It's like better go through the workforce and make some money.

18:07:53 Okay, so you're saying so when you do those welding projects that motivates you to wanna make it as a career.

18:08:02 Yeah, possibly, yeah.

18:08:06 Fifth question. And what ways did authentic learning experiences influence your decision about your education or career path after high school.

18:08:16 Who's, who was to say it again?

18:08:18 And what ways did authentic learning influence your decisions about your education or career path? So basically their career fair, how did that influence what you wanted to do after high school?

18:08:33 I mean, I just, I just decided I just want to take a risk and go ahead and do something like.

18:08:39 Okay.

18:08:39 Just, just can't, just can't stay where I met just try to at least about.

18:08:45 Level up while yeah, level at least that level up

18:08:49 Alright, so with that with job court. We gotta be doing those projects like welding projects. How does that like, impact your decision?

18:09:02 About like what career path to go to. Like how his job court impacted, let's talk about like more like job court.

18:09:10 So how is job court impacting?

18:09:11 As far as like All the words is discipline I just do is discipline like say this we can't just say they just can't do just doing the dangers okay [redacted], all you want with this K 2 8, you got to follow the roof.

18:09:28 So. That's how it packed the overall.

18:09:30 What about like the projects that I've done like? How is that impacted our decision? Like, like are these projects like, man, I want to be a wedding or like you doing these wedding process?

18:09:42 You like, okay, this is not for me.

18:09:44 It's in between. I kinda I kind of like, well, start with, I'm like, I kinda don't slow up.

18:09:52 It's half a half. Like I kinda like, what kind of dog? So yeah.

18:09:55 Okay, so what made you want to get into flying drones? Yeah

18:10:00 I just, I just feel like I will like the scale, but like I said, hey guys, stuffed it yet.

18:10:08 So, you got a hope so too hot. Also to us, so yeah.

18:10:09 Okay. Okay. But if you do get accepted, you will.

18:10:14 Yeah, for sure, and I'll dig it for so. We'll like it for so.

18:10:17 Yeah. So was it activity or something that sparked your interest in one? Or they just like you just saw it on TV or like we made you wanna

18:10:28 I was just looking at the different advanced trades they have were like, Hello spread she and I looked at them like throw a problem like I at first I didn't know that was a kind of a job or career.

18:10:39 It's not like I'm like, oh, this seem interesting. Yeah.

18:10:49 Yes.

18:10:41 Yeah. So basically job core kind of expose you to that. How well did authentic learning authentic learning prepare you for railroad challenges?

18:11:00 Like I said, just stay displayed like you can't just get us doing anything like just Father who was like our father [redacted] at school.

18:11:11 Yeah.

18:11:11 Okay, alright, cocoa can you share a specific instance where you had to apply what you learned?

18:11:18 What should be?

18:11:18 By other. So like given another example of it and doing it at school. Like when was at a time where you had to.

18:11:25 Apply being disciplined.

18:11:29 At work.

18:11:31 Okay, why I work with

18:11:36 Being a manager, you know, would imagine, right? You just, you gotta follow the rules.

18:11:40 Or you gonna lose your jobs.

18:11:41 Okay, How do you compare your experiences with authentic learning to the more traditional way of learning?

18:11:53 So basically, how do you compare you doing those hands on activities at job core? Compared to the traditional way of teaching.

18:12:03 So like lectures. Making kids read books and tests and

18:12:07 Well, I'm well ahead of all presence. So yeah, I like hands on what they're just sitting down.

18:12:13 Just watching my top. Like everybody learned there for so I learn more of like hands on. Yeah

18:12:19 Okay, do you feel like so why do you think you learn better hands on?

18:12:25 Cause I'm actually doing it and I just like reading it like. I'm not so good at like understand what I read.

18:12:32 So hands on, I can actually understand what I'm doing.

18:12:36 But,

18:12:40 Let's see, which way do you feel more effective? The traditional way or the authentic learning way?

18:12:50 Why is it?

18:12:52 Cause I actually had all doing it like I'm actually like doing like the way I want the way I'll learn how to do it.

18:13:01 Cool. Question A, can you discuss how authentic learning help? And developing your critical thinking or problem solving skills.

18:13:23 Okay.

18:13:13 Oh Probably. Critical take it. It'll probably it has it opened up a little bit more like Doing stuff on my own, figure stuff out on my own.

18:13:29 So yeah.

18:13:30 Alright, question 9. Describe a situation during your authentic learning where you had to collaborate or communicate effectively.

18:13:40 So you talked about it a little bit. But,

18:13:46 Yeah.

18:13:44 Like a project. So via this. Me, I'm a student named [redacted].

18:13:53 We was working on a trail like a trailer to a truck and we had Communicate together, work together to like to tech, to tech, stuff like on a trail, you know, grass, grab it down so it wouldn't get so like you want to get, so nobody will get cut enough if they test like, well, we had to communicate going through.

18:14:15 How did this experience help you? And like your post graduate life. So how did that one experience help you now, like just in your regular day life?

18:14:26 Which way?

18:14:30 Oh.

18:14:27 So you collaborating with him, how did that impact what you do on the regular?

18:14:34 I mean, just, just better working with people like just better listening just better. Being not lead but just been working with somebody less somebody else be the

18:14:44 Okay. I'm almost done. Question 10. Reflecting on your high school education, how did authentic learning contribute to your personal growth?

18:14:54 Our self understanding.

18:14:58 So reflecting on your high school, so reflecting on your time at Sumner. How did authentic learning?

18:15:06 Help you become a better person or or help you better understand yourself.

18:15:12 Or even you can even compare it to job, or like have a job where helped you with personal growth or better self understanding.

18:15:24 Just I mean just just basically living on my whole bridge is basically living like It's basically growth, showing me how to live a ball that just little.

18:15:35 Get out, get me out of my comfort zone. Yeah.

18:15:39 Okay, based on your experiences with improvements or changes would you suggest? For authentic learning, used in high school.

18:15:50 Just more just more hands on they should add like So scale, to like high school.

18:15:57 Okay, bad, that's all I got, buddy. That's all I needed. Those all 12 questions.

Interview 5

16:04:52 Just 12 simple questions.

16:04:59 I might sound slow on her.

16:05:08 I'm sorry.

16:05:01 Trust me. Hey, my last interview is okay. Alright, so I appreciate you for joining today. If you could just first state your name, your full name.

16:05:15 Where high school you graduated from and what year you graduated?

16:05:19 Oh, my name is [redacted]. I went to summer high school and I graduated class.

16:05:27 2,022 is crazy. Okay, so my first question you have. First tell me a little bit about yourself and what have you done since graduating high school.

16:05:40 I went to college when I left high school. I went there my major was by, no, my major was healthcare management.

16:05:51 I didn't like the management part, so I switched my major. A month or 2 when I got into college I switched to biology and then I did an emphasis in pre-made.

16:05:59 Now I'm doing CNN work and working on my OPM.

16:06:04 Hey.

16:06:01 Okay, and what school do you go to or where are you going to? Okay, cool, cool.

16:06:08 Hello?

16:06:07 So, question number 2. Can you describe a specific project or assignment that you feel was an example of authentic learning?

16:06:15 So basically authentic learning is like field trips, guest speakers. Project based learning activities. It could be a internship.

16:06:27 So can you name an assignment or a project? That's around authentic learning.

16:06:34 We had a women's organization event that I went to and then we bring the women out.

16:06:37 Yeah.

16:06:40 We did an organization. It was a campus organization. So I got on there. We got it was all women.

16:06:49 Okay.

16:06:46 We went in, we talked about goals. What we accomplish within this semester, what do we want to accomplish next semester and then how do we wanna move forward from that?

16:06:59 I will sit at high school or college.

16:06:58 So I think that could play a part. This is in college.

16:07:02 Okay, we're giving an example in high school.

16:07:06 For a project or an assignment that you feel wasn't

16:07:08 I don't know. Your class, but I don't remember that from high school.

16:07:12 We're having what was in my class like talk about it. It was something that you remember from my class.

16:07:17 I don't remember nothing.

16:07:19 I'm weak. You remember something? You got to be in my class. Cause I'm pretty sure you was a part of organizations.

16:07:23 What do we? We do.

16:07:25 Given a given example of a organization that you were a part of in high school. That, exposure to the nursing industry, the business industry.

16:07:36 You was part of something.

16:07:42 Okay, there we go.

16:07:39 Oh, I did. What is that, Okay, the learning program and I end up working at the Federal Reserve Bank doing the earning learn at for an internship.

16:07:48 Okay. Okay, so talk more about that. What were you doing in there?

16:07:56 Okay. Doing what was our duties? Okay.

16:07:54 I was working in the economic department. Of the Federal Reserve Bank when I was working there. Hey, internship.

16:08:09 I was doing this work. I mean books for kids packets for kids for the summer time and things like that.

16:08:12 Okay.

16:08:12 Okay, so that specific time we made it stand out to you that internship.

16:08:21 Okay.

16:08:29 Nothing had this.

16:08:20 Okay. Hmm . No, there's not.

16:08:34 I took that opportunity, but I was more so on the medical side. So I mean, having that opportunity got me somewhere, but I don't see myself in the bank setting.

16:08:43 So it was just an experience. I don't know.

16:08:44 So on that experience with valuable skills or knowledge did you gain from that?

16:08:58 It's okay.

16:08:56 Not really. But Oh, I could do skills too.

16:09:05 Yeah, skills and knowledge, yeah.

16:09:08 Okay, Hmm. I don't know.

16:09:15 You learn something working in an. I mean, working in an internship. You just wasn't doing it.

16:09:22 Okay.

16:09:24 Alright, so let's go back to that college experience then. So what valuable skills or knowledge did you learn from their women organization that you were part of?

16:09:34 It was something.

16:09:38 Oh. Hmm.

16:09:44 You learn something. You just wouldn't get for for no reason.

16:09:45 I don't know, Oh.

16:09:50 You, you did the learning program for a reason and got something out of it.

16:09:57 What did you what did you want?

16:09:56 Right.

16:10:01 You said that you so you said something about you knew that banking wasn't something that you wanted to do.

16:10:06 Right? But I got of this when I got there.

16:10:06 Alright. Okay, so you thought so did you think that you wanted to work in banking the reason why you took the internship or with?

16:10:19 Okay.

16:10:17 Yeah. At 1 point I did. I thought, okay, I want to see how the money works within.

16:10:23 But the Federal Reserve is a different bank. A whole different bank from the banks we go to on the daily.

16:10:28 So they money come in here for me, everything is processed, directly within that bill. So when I got there, they put me in that particular department.

16:10:37 It was different because economic department in advance, that's a whole different. So they had me doing internship work.

16:10:48 Okay, but that's good. That's something that you That's it. I'll see you right shooting that.

16:10:43 I don't think it was necessarily the work that I'd be doing if I was Bye! Okay.

16:10:54 You working in their bank centers like, hey, this is not something that I wanna do in.

16:10:56 Yeah.

16:10:59 Yep. So. Was something that you learned either in a girls organization. Or that working in an internship.

16:11:07 That you that you can apply to today.

16:11:14 Okay. Okay.

16:11:20 You have to develop some type of skills, some type of knowledge that's helping you. In your current field at school.

16:11:30 Okay.

16:11:34 You said you got to talk about issues. So.

16:11:38 Yeah, so basically really just expressing myself really just saying my, and I was saying how I feel about school because this is basically what we sung by an internship and getting like being more getting together as women more than, you know, looking for something else and someone else we can all come together because now I've got a

team we all think like so that's why she came up with the program because she feel like you're

16:12:01 a woman should come out and talk more about how they feel and what they have going on. So really just communicating.

16:12:07 Okay, communicate. Okay, so how has this you developing this gear to communicate help you in your current job?

16:12:17 Because I have to talk her. I have to talk to my client. So it helped me like Talk to them better instead of talking to them how I would talk to my friend or something.

16:12:28 So one better on a professional level, honestly. On the L. Hi.

16:12:39 Okay.

16:12:31 Okay. Oh, question. 4, how did authentic learning activities impact your engagement and motivation in school?

16:12:42 So my class or their women organization that you're a part of, how did they help you become more engaged and motivated at school?

16:12:51 Okay. Okay.

16:12:56 Motivated, motivated in school, so motivated and engaged. How did they keep you engaged or motivated?

16:13:02 Cause I have something to look for when I wake up, cause I know there's something that I wanted to do.

16:13:09 I wanted to tell them how school was. I wanted to let them know, OK, that's what I need here with this what I don't need up with.

16:13:15 So just waking up looking forward to it really motivating me. I know what I wanted her in the meeting, motivating me to go back.

16:13:20 Okay, so, Learn and Learn activity program that she was a part of How did they keep you motivated and engaged?

16:13:35 It's a good opportunity. That was a great opportunity for you to be a part of. So I'm glad you brought the earning learning program up.

16:13:44 Oh my, Yeah.

16:13:46 It had to do something. The money motivated you, right?

16:13:50 Yeah.

16:13:51 Okay, they could be something, right? So a paid. Yeah, what?

16:13:54 And I They're always more than me.

16:13:59 You know, okay, so a paid internship was something that motivated you and kept you engaged. What else?

16:14:09 Okay. I can't even say to people.

16:14:16 Right.

16:14:16 Oh, so with that early learning program, you got the opportunity to do stuff hands on right, I'm guessing.

16:14:22 Gotcha. Okay, so

16:14:22 Yeah, we do. Yep, I got it See how the money comes in and how the money doesn't from different banks.

16:14:30 Okay, so how does that type of learning write the hands on type of learning? You getting to see it firsthand is experience.

16:14:37 Okay.

16:14:37 How does that? I would say motivate you. How did that motivate you?

16:14:45 Get in this.

16:14:45 And today.

16:14:55 They had to motivate you to wanna do better or something.

16:14:57 Yeah, I guess.

16:14:59 Right? It motivated you. Like, I'm not, I don't wanna work in banking, right?

16:15:03 So I had to motivate you to. Pursue some type of other path, right? So talk about that.

16:15:06 Yeah. Okay. Okay. Like I don't even know how I got where I'm in now.

16:15:15 I talk about Okay.

16:15:20 It's like I'm gonna get out of this. I do, but I don't.

16:15:22 You do? Because Cause you're

16:15:25 Cause when I love college, I have, I didn't know I wanted to do nothing in the medical field.

16:15:31 When I love college, I know nothing. I don't want to, I always want to work at the bank.

16:15:36 So. Okay.

16:15:33 So with whispering interest. Yeah. What made you say I want to do nursing now?

16:15:41 I came I went to I just applied for something online. I got denied I end up ringing the fine real flying and I got approved.

16:15:53 I came in and I had a client I was working with that client and they was going through a light and I caught like I'm gonna say, Phyllis, but I got attached and I said, okay, this where I wanna be.

16:16:19 There we go. See, it just took us a look. You know, there you go. So.

16:16:08 So like when I got attached to that particular client based on what they had going. To them and now it's kinda like I'm here now and I join open people that's like able to Yes.

16:16:25 Oh

16:16:25 So you will say, you know, so doing home healthcare. As a job gave you firsthand experience.

16:16:30 Yeah.

16:16:32 To see how the medical field works. And that's where the motivated you. Okay, cool question 5 so talk more about how the authentic learning experience of working.

16:16:46 In your current role in home health care. Influence your decision about education or the career path after high school.

16:17:00 Alright.

16:16:55 So you kind of talked about it a little bit, right? So how, so. I get that you working for home healthcare impact would you want to do after high school?

16:17:12 Okay, everything. I'm sorry.

16:17:13 Hey, so how did working in home health care influence your decision about education in your career path?

16:17:26 Okay. Okay.

16:17:30 You just need to I just need you to state it though Right, so you already talked about working firsthand with the patient you caught.

16:17:39 You know, you

16:17:39 I had an opportunity. That and I got well, I didn't have I took an opportunity. I liked it the opportunity that I was given and I ran, That's where I says.

16:17:50 Okay, so my next question. How well did authentic learning prepare you for real world challenges? How did my classroom?

16:17:54 Okay. Alright. Hello.

16:18:00 They're earning their situation, their women organization. And you're working at home healthcare, how did that?

16:18:11 Hello.

16:18:08 Okay. I'm gonna level. If I got something, can you write a resume? Can you do not put a resume?

16:18:14 Yeah.

16:18:18 Yeah.

16:18:17 I can tell you right now. I can't do nothing with a resume. So we're having a resume you need one to you know get everyone like so I feel like that help me for real because if I didn't have that class I don't think I know how to do a resonate the correctly.

16:18:30 I would know my way but not the correct way so the resume the communication help me from my org.

16:18:37 Social skills, of course there's still communication so they still find a communication but the resume point Yeah, communication.

16:18:46 Working as a team. So yeah.

16:18:49 Okay, cool. Good answer. Go ahead and boost my head. I mean, at least you learned something from my class, you know?

16:18:56 Okay.

16:18:56 Oh, question 7. How do you compare your experiences with authentic learning to the more traditional way of learning?

16:19:03 Yeah.

16:19:05 So basically the way I was teaching the way stuff that the way that you learned in the Earning Learn program.

16:19:11 How do you compare that to the more traditional way? So lectures, reading books.

16:19:15 Oh yeah. Oh yeah!

16:19:27 What ways do you which way do you feel it's more effective? The authentic learning way or the traditional way.

16:19:34 Okay, I like the authentic way, but I also like the traditional way in certain areas.

16:19:43 Okay, so why do you like the authentic way?

16:19:46 Because it's way easier that way and it's straightforward that way. I feel like the traditional way it takes a lot to get to it.

16:19:55 If it's authentic, it's right to like get straight to it. I don't know.

16:19:58 Okay. I like that. Alright. So which way do you feel more effective?

16:20:02 You gotta pick one. And you can pick one. Which, which one will you pay?

16:20:09 And why?

16:20:06 Yeah. Identity! Because I like to get straight to the point when I'm learning. I don't like to learn all around to get to that 1 point.

16:20:22 Okay.

16:20:18 So authentic learning, Because he was doing like the resume like that right there, it was straightforward.

16:20:28 I, yeah, we had to go around, but it wasn't like all the way reading this book, reading this lecture, getting her, you know, like this had a reservation, look, this is still, this is the first that I've Kind of laugh.

16:20:43 Okay.

16:20:40 Okay, cool. Question 8. Can you discuss how authentic learning helped in develop? Developing your critical thinking and problem solving skills?

16:20:51 You kind of touch basis on this when you were talking about that women's group, how it helped.

16:20:57 So, elaborate more on that.

16:21:00 Because they would want when I went to school, they wanted to put in counseling and all that.

16:21:06 I really didn't like counseling. So when I seen this women's organization I was like, okay, all these women.

16:21:12 They're around my age. They're more understandable. We're probably all on the same page.

16:21:18 And like when I first, my first 2 meetings with that or I didn't talk, I didn't say that I was acquiring and then the fourth major I finally started and I feel comfortable so they

come and I'll have a communication and really help me the way because now I opened up more doors for myself just being able to have a communication really helping the way because now I opened up more doors for myself just being able to

16:21:32 communicate with people and tell them, hey, I've opened up more doors for myself just being able to communicate with people and tell them, hey, I've been heard.

16:21:37 I've done this. This why I feel that this rag, you know, went on with and so forth and so on.

16:21:40 So I feel like it help me do it. I believe. Yeah.

16:21:41 Okay, good. Question 9, describe a situation during your authentic learning where you had to collaborate and or communicate.

16:21:51 Oh.

16:21:59 Okay.

16:21:54 So you kind of already answered that. But just elaborate more on it. On how authentic learning an example where you had to communicate and collaborate.

16:22:02 Hmm. Okay. Okay.

16:22:12 Hmm.

16:22:12 So I'm pretty sure it was the time in my class where you had to collaborate. During authentic learning activity.

16:22:19 Yeah, in groups.

16:22:21 Okay, talk, talk about that. Give me, give me an example.

16:22:33 Go on some trips. All right.

16:22:25 I can't remember what all we did in our cause. We did. But we worked on another project outside of the resume.

16:22:40 We worked on a lot of stuff in that class. So So I don't know. I really can't remember.

16:22:48 Yeah.

16:22:47 Hi, so give me an example. In Ern and Learn when you had to collaborate or communicate effectively.

16:22:55 With them older people because I was the youngest person in there. I'm sorry, but They was older so they had higher expectations for me.

16:23:04 So when I went in, it was just really being able to work with older people and still be able to fit in.

16:23:11 And yeah, I'm younger, but they don't treat me like I'm younger. So that's kind of, you know, I'm really excited about it.

16:23:17 Okay, that's a great example. So how did how did that? Help and you're post graduate life.

16:23:23 So what you doing now? How did having to communicate with older people? And try to collaborate with older people, how does that affect you now?

16:23:37 Okay.

16:23:44 Or how did that experience help you open up more? And your group didn't, right?

16:23:49 Oh Good morning! No.

16:23:57 You got it, come on. We got 2 more questions. Come on, you got it.

16:24:03 Let me ask you again, so.

16:24:02 That's me a lot of stuff. Hmm.

16:24:08 So I'm pretty sure so describe a situation during your authentic learning. Where you had to collaborate or communicate effectively.

16:24:16 And how did they happen in your postgraduate life?

16:24:19 Yeah. I'm, of course, the bank and how they have me now.

16:24:27 Yeah.

16:24:33 I'm pretty sure you're the oldest person that your job.

16:24:31 Oh, that's okay. Okay. No, I thought all this person. I'm the

16:24:38 Alright. Alright, so how by so who do you gotta communicate with? Or who do you gotta collaborate?

16:24:45 Wow.

16:24:48 And my main budget.

16:24:50 Okay, want to collaborate and communicate with your manager to do

16:24:53 And he does that! Huh.

16:24:57 They do it or your client talk about talk about how you got to communicate with your client.

16:25:01 Okay, so with this client that I'm with now as we speaking, he's younger. So we only a year apart.

16:25:09 So I'm not allowed. When I talk to him, I talk to him like I will talk to my friends or something because We the same age.

16:25:16 You don't look for like, I still say thank you. You're welcome. No problem. You know things like that.

16:25:21 But talking to him is more so regular. But if I'm talking to someone older, I kind of turn that off in.

16:25:26 Turn the. This one on because I know to be chatted out.

16:25:30 Both. So.

16:25:33 Yeah, so I've you haven't turned it off and all so when I left from that internship that kind of helped me.

16:25:40 Learn how to talk to the older people learn how to work with the older people things like that if I were to older client like such as Ken, yes I say, Mr. Yes, I do this and do this and do that.

16:25:50 The correct way because he's older than me and he's still my body. I communicate differently with him.

16:26:04 Justin communicating. Okay, cold switch. We'll call it. Cool.

16:25:57 So what I pour from my is what I use with different people. Yep. Call switching.

16:26:12 Okay.

16:26:12 Question 10 reflecting on your high school education. How did authentic learning contribute to your personal growth and self understanding?

16:26:24 Yeah. It's only.

16:26:25 So how did my class, my activities in my class, were that learning or help you with personal growth and self understanding?

16:26:36 Okay.

16:26:38 Well, I've seen, I can tell that you a little bit more mature, little more calmer now, you know, like.

16:26:43 You know what you want to do?

16:26:41 Yeah, I'm real laid back. I'm by my money so I just get my money.

16:26:51 Go home and my videos and that's it.

16:26:51 Yeah, so how did how did those experience help that like how did how did they help you get to that my friend?

16:26:58 Hi.

16:27:02 Who looks like a lot to do here? I don't think your class, your class tells me, but.

16:27:07 Exactly.

16:27:07 It started. But. Oh no, honestly. I know it.

16:27:15 You have grown a lot. So what would you say help you grow? Out of those how did they earn and learn like what what was in their earning learn what was in my class what was in that girls group What was in your home health care that's helped you grow person?

16:27:33 Why do you say to people?

16:27:29 The people, the people, have me grow as a person. But because they have helped me talk my problems out.

16:27:38 Tell me my wrongs from rights. Tell me what I should work on. And things like this. So I took that what I should work on.

16:27:49 Good answer.

16:27:47 I worked on it and So just feedback that I was giving.

16:27:53 Okay, cool Last question, so based on your experience. What improvements or changes would you suggest for authentic learning strategies used in high school?

16:28:10 So based on the things that you've experienced in high school. What would you want to improve?

16:28:17 Nothing.

16:28:18 So you wouldn't improve anything.

16:28:23 What would you improve about that learning or opportunity? What could have been better?

16:28:32 Nothing could have been better.

16:28:33 Everything was fine like my learning, I didn't have no problems out of my learning. Like I enjoyed it.

16:28:40 I wish we would have more like. More internships.

16:28:44 There you go, okay.

16:28:46 I would like we should have more internal shows more on the medical side because I didn't have the option for medical.

16:28:52 When I was in there and that's why I took this internship. But. Like I say, just more internships, honestly.

16:29:00 Other than that, it was pretty good. The class was fine. Yeah, I learned a lot in that class.

16:29:05 Like the resume, I feel like that's the main thing with me, honestly. There isn't. You can't get a job.

16:29:07 Okay.

16:29:10 Can't do that without a resume. So. Yeah.

16:29:12 So how important, how important do you think internships are? Why did you why did why did you say internships?

16:29:18 Because I feel like There's just to figuring out what you actually want to do, stepping out of that.

16:29:30 Like you want to have an idea of what you want to do and I feel like that internship gives you an idea of what you want to do.

16:29:34 When you get out of high school rather than taking that gap year and trying to figure out what you wanna do.

16:29:42 The anti-ship should be that gap you're figuring out what you want to do. So that's why I recommend always say oh maybe it's internship not for me maybe I should try this internship but I was so indent with my internship I didn't have that.

Interview 6

Interview 7

11:05:52 Alright.

11:05:57 Okay, cool, cool. Appreciate you for taking time out today to do this interview.

My name is Cameron Conner.

11:06:04 I am one half of the real cash cohort for, so before we get started, could you please state your name?

11:06:12 And what high school you went to and where year did you graduate?

11:06:16 My name is [redacted]. I went to Corney here, high school of the future and I graduate in 2019.

11:06:23 Okay, so a question of one can you tell me a little bit about yourself and what you've done since you've graduated high school.

11:06:31 A little bit about myself.

11:06:41 My questions like this. A little bit about myself.

11:06:56 You send me everything that you're doing right now.

11:06:54 So. What I've been doing with my life after graduating high school, I went to [redacted].

11:07:04 I went there for a year. I didn't return after the pandemic.

11:07:11 I took a year off from school. I just work like a bunch of random jobs. Then after that I got hired at [redacted], for like 2 years.

11:07:27 And I got hired at [redacted] where I work in the inpatient for. I get to work in the IV room make like the happy bags or different types of medications do a lot of sterile compounding.

11:07:44 I recently returned to school last winter. enrolled into flow badly into their general studies.

11:07:53 STEAM program. Since then I've been thinking about. Thanks. And going into their engineering program or the architecture program.

11:08:11 Okay. Question number 2, can you describe a specific project or assignment that you felt was an example of authentic learning?

11:08:22 Why you were in high school?

11:08:32 I say a specific Project. I do we do?

11:08:41 And those a long time. Okay.

11:08:42 I feel, oh, and now I feel, oh, it's been almost 5 years. Just making sure I was saying that.

11:08:56 I would say an authentic project would be like towards senior year. As a class we had to come together and like.

11:09:08 Put together like how we wanted our year to go. We didn't have like much.

Direction so basically you know a lot of the class members stood up, got together and basically like just set the tone for how we wanted our senior to go.

11:09:29 And a lot of people, you know, made sure that we got. Yes, well, we made sure that, you know, we got the things that we needed, what we wanted out of our senior.

11:09:41 Okay, where there, your senior year. Did you take any field trips to any universities that the reason why you went to UCM or what caught your interest from one that you

11:09:56 One of the people, well, 2 of the people where my track coaches. We did go to UCM.

11:10:07 If I'm not mistaken, I don't think it was mine. Oh, last thing you were that junior.

11:10:11 I think we went to LC on my junior year.

11:10:18 Oh, I did like the campus. It kinda reminded me of like some of the settings. It wasn't as large of the campus.

11:10:27 Most of the school that Benton weren't very large schools. So it was something that I was comfortable with.

11:10:33 Okay, so you say that the future that you went on to you see your own kinda Sparked your interest to go on the

11:10:41 Yes.

11:10:42 Okay, we made that stand out to you, the future, like we stood out to you about that feature.

11:10:48 Other than the school not being that big.

11:10:55 I think it was more so just, I don't know. It seemed like a good bit to like get away.

11:11:02 So different setting. It's supposed to be like the CB for the [redacted].

11:11:08 Yeah. If you still like a different atmosphere.

11:11:13 Okay question 3 what are the most valuable skills are now that you gain from authentic learning experiences and now that you gain from authentic learning experiences in high school.

11:11:22 So like that field trip, did you take Mr.

11:11:27 Okay, let's see. So were they a teacher or Yeah, was it a teacher at corner hand that you connected with that probably helped you?

11:11:46 Or sometimes.

11:11:46 Not a teacher. I'm say not a teacher. Most of the people that inspired me through our high school were like most of my coaches.

11:11:54 Okay, so talk more about your coaches and like what with valuable skills or knowledge did you gain from from your coaches?

11:12:04 One of them I would say would be patience. You know, patients is in coordinate, you know, no matter what you do in life.

11:12:16 Everything just, you know, is not always gonna be rushed. It's not always come when you wanted to call.

11:12:22 I say that's probably one of the biggest things that I took with me.

11:12:28 So, as far as engineering and wanting to do STEM, what's sparked your interest in wanting to do that?

11:12:37 My interest in mathematics. I've always been like good with math. And I was a high school, I took 2 math classes, my sophomore year.

11:12:49 But yeah, I think it's more like. My interest for Matt and as far as engineering I was thinking about like bio engineering already work in the medical field.

11:12:59 And you know, as far as like what I do in my job, I pretty much like what I do.

11:13:04 Okay, so basically your job right your current job right now was really what was broke your interest in wanting to to do biomedicine in your class in high school.

11:13:13 Yes.

11:13:15 So talk more about those math classes, how did. With those math classes teach you that were valuable.

11:13:22 That was they could consider authentic learning.

11:13:29 Hmm.

11:13:29 Was it a project you guys did was it a guest speaker that came? Did you guys want to field trip in the math class?

11:13:37 Was it a project I had to do in a math class? We made you say like, oh, I'm actually good at math.

11:13:47 When I was a freshman. We had a.

11:13:52 I don't even know what he did. It was a administrator that, his name was Mr. And.

11:14:00 You know, he was just so admin about me taking the. What does it take? What's the test called?

11:14:08 Not the Si 2. You wanted me to take the ACT my freshman year does he just go like, I don't know, he just really feel like I was just really bright.

11:14:20 He just wanted me to see if I would do good. I did horrible. But come my sophomore year.

11:14:27 A lot had happened like we had lost the math teacher. So the math teacher that I had. In the.

11:14:34 They had the end of having to make him teach like the freshman class. Since they didn't have a map teacher and I forgot which test we take our first year around that.

11:14:45 But, so we ended up with a And it's not that the sub wasn't a good serve, it just wasn't, you know, math just wasn't, what she.

11:14:56 Don't wear a live match. So. Mr. Malone day I used to either go to him or the maths teacher at the time with Mr. Ray.

11:15:05 And we have one on one and you know they're basically Walk me through the lesson and you know, if I have questions that I could ask them and going back to my class and helping them learn the lesson.

11:15:21 I think there was. Something that helped me alive. Being able to communicate.

Well, yeah, learning how to communicate better.

11:15:28 Okay. So those experience. How does, well, how do you apply the things that you learned in those experience to your current goals or to your current work?

11:15:46 I would say I would apply. I think those experiences they stand out most. This more so like

11:16:00 I guess it seems like I'm more into approach. I'm a more understanding person.

11:16:07 Yes, it just helps me be able to help the people around me. I'm able to understand people better because of it.

11:16:14 Doing with other people.

11:16:17 Okay, question for how did authentic learning activities impact your engagement and motivation in school?

11:16:33 Okay.

11:16:34 So I had it. You being in those math classes, those 2 math classes, are you going on that field trip?

11:16:41 How did they help you stay motivated in school? And engage.

11:16:53 Thank you.

11:16:58 I guess it just help me see. To help me see why. I guess just pairs like the current situation.

11:17:07 You only look like. More towards what I want to do in the future. You know, for a moment I thought I wanted to do teaching due to like the learning experience that I had with my math class.

11:17:20 And.

11:17:27 I don't know, it just made me feel like, you know, it was just more. Options.

11:17:32 Okay.

11:17:32 Okay, question 5 in what ways did authentic learning experiences influence your decision about your education or career path after high school?

11:17:44 Can you repeat the first part?

11:17:44 So, so in what ways did authentic learning experiences influence your decisions about education or career path after high school.

11:17:54 So how did that you kind of talked about it, but how did that math class, how did that field trip?

11:17:59 Influence your decision to go into [redacted] or rolling into the STEM program at flow.

11:18:18 How did you influence me?

11:18:31 Hmm.

11:18:35 I guess it was, well.

11:18:40 Hmm. Okay.

11:18:44 And kind of talked about it so you said that. You going on that field kind of showed you a different environment, you know, you been in that MAD class shows you that you're good in math, so.

11:18:57 Just talk more about they had it like kinda was a pipeline to you going to college just that field trip alone or you being in that math class.

11:19:06 Oh. I guess it was really more so, maybe it's a Mac class that inspired me to go that inspired me to go to college because I was really like Everybody kept asking like, are you sure you women go into education?

11:19:22 Like, they don't get paid much. I wasn't really thinking about the pay. I was just thinking more so about like my situation being in the Mac class and not having a actual NAFTA.

11:19:32 Teach me the things that more that I needed to know. And you know having to do everything on my own.

11:19:38 It just made me feel like, you know. We need more people to, you know, be teachers.

11:19:44 So these health situations don't happen.

11:19:47 Okay, that's a good answer. Question 6. How well did authentic learning prepare you for the real world challenges?

11:20:06 I would say it prepared me for.

11:20:11 You prepared me for like learning how to speak up. Or like, yeah, I would say mostly speak up.

11:20:20 You know, like people present stuff to you and, you know, sometimes people don't say much for it.

11:20:28 You know. Those type of situations, it made me feel more comfortable with asking questions or, you know.

11:20:37 If there was someone that could, you know, point me in the direction of where I could get help.

11:20:44 Oh, they brought that out of me.

11:20:46 Okay, can you, give an example? Where you had to apply that.

11:20:54 I was say I get my first year at college. I used to be not like I'm comfortable with speaking with people, you know, that I'm comfortable with, not really.

11:21:07 You know, just speaking of random people about like just my life. But when I went out to college, my student advisor.

11:21:17 You know, she helped me. A lot especially like during the pandemic. You know, at first I wasn't comfortable with talking to her like about my situation.

11:21:28 On campus or you know when I was off the campus but you know, I just kept thinking about like the times where, you know, people regime will be willing to help as long as I ask the question, you know, in school.

11:21:43 So. We're in high school. So. I just, you know, tried to use that more at college.

11:21:48 Okay, question 7. How do you compare your experiences with authentic learning to the more traditional way of learning?

11:21:58 So the way it be like lectures. Powerpoint. How do you compare it to?

11:22:06 Authentic way of learning so guest speakers field trips one on one learning with your teacher like you did.

11:22:14 How would you?

11:22:14 I feel like the engagement is different. We need some more update learning, you know. Like lectures and readings and stuff is like you could say all day but you know you never know how much a person is really, you know, pertaining to what you're saying.

11:22:30 I feel like a, you know, like authentic learning is more. Is basically like it makes you feel more hands on.

11:22:40 Okay. And do you which one do you feel more? This which one do you feel is more effective?

11:22:45 Oh, I feel like authentic learning is more effective. I know like when I was in high school like I hated lectures like They were long born.

11:22:57 So I feel like, you know, it. You know, if you want your students to engage, you know, you have to find something that'll make them a game.

11:23:06 So like field trips or you know. Button someone they you know they might look up to to speak with them.

11:23:11 Or you know just any type of like as opposed to just sitting in front of the class you just talk.

11:23:18 Okay, question a can you discuss how authentic learning experiences helped in developing your critical thinking and problem solving skills.

11:23:35 Yes, I can't really think of like. Any projects that I did in high school, but I know like

11:23:52 Okay.

11:23:51 So it's developing your critical thinking or problem solving skills. So you talked about how whenever you did have a problem if you didn't know anything, you were able to articulate and speak up about it.

11:24:02 So. I guess you can just talk about how did that help you develop those skills.

11:24:17 I think.

11:24:25 Development my critical thinking skills. I don't think I got down like critical thinking until like I started working in the to see.

11:24:36 Like I used to be like if you ask me a question like give me a minute I have to think about it.

11:24:43 We start working in a pharmacy, you know, like customer service. People get real impatient and the pharmacist that I worked with, she was really helpful and you know she did teach me a lot and like How to.

11:25:00 You know, like, I guess, like, do a quick action, but, you know, it's not like a permanent solution.

11:25:07 Just something that, help at the moment and then like, you know, whatever the real problem is, you'll be able to figure it out.

11:25:16 Whatever the situation may be.

11:25:21 Question 9, describe a situation during your authentic learning where you had to collaborate or communicate effectively.

11:25:33 So this would be something in high school.

11:25:36 Yeah, I'm gonna say.

11:25:39 You can talk about your current job. You know, something that happened where you had to work in a group or communicate effectively.

11:25:51 Well, in high school I did do a lot of sports. I did basketball, volleyball, track.

11:25:58 That's one of those situations where you know you have to know how to communicate. You know, you want your teammates to be able to understand you.

11:26:07 You want to be able to, you know, do what they're supposed to do their job or whatever their role is.

11:26:16 I say one of the major times would probably be like during basketball season a lot of the times it was a lot of students who started playing, they had no experience.

11:26:27 So I made her harder for the team since. There wasn't no experience, but. As long as it's like they understood that, you know, like, you know, it's a learning process.

11:26:42 Yeah, as long as I understood it was a line process, then I feel like. You know, communicating with them that, you know, on the floor, where to go.

11:26:51 Their helps.

11:26:54 How did that those experiences working with people who aren't as experienced? How did they help you with your post graduate life?

11:27:04 So life after high school. How they working working on those teams. How did they help?

11:27:14 It really just help me be like a more understanding person. Like everybody don't come from the same background.

11:27:20 You know everybody isn't exposed to the same thing so you know they might not know something that you do though.

11:27:33 Yeah, I guess it's more so help me, you know, like. Open my eyes water.

11:27:38 Different situations.

11:27:40 Okay, were there any programs that you were a part of in high school?

11:27:48 With our sports, no.

11:27:51 Okay. Question 10 reflecting on your high school education. How did authentic learning contribute to your personal growth and self understanding.

11:28:09 I'm gonna say according to my high school experience, I think I really think he held me a lot, like even, during our ribbon day, I received the most improved award.

11:28:23 I just used to be like real. I want to say I just used to be like real on edge and like identity learning.

11:28:32 It helped me like calm their own edge down a little bit. Or it also helped.

11:28:41 It also helped.

11:28:56 It also will, and I'll say, I don't know. It did help like

11:29:07 One

11:29:10 Is that only hit so it kinda helped you. Become more common, be able to basically.

11:29:16 You're not. Basically not as And what's the way?

11:29:24 You able to analyze situations better, you know, not. Now just go off of emotion or just your first turn to thought so.

11:29:33 Yeah.

11:29:35 Okay. Last question. Based on your experiences, what improvements or changes would you suggest for authentic learning strategies used in high school?

11:29:54 I would, well, how would I improve high school?

11:30:05 I think like first before like, you know, like it's some stuff that, you know, everyone has to teach, but some stuff like.

11:30:13 Getting to know like your students better not just them as a whole but you know them individually. So that way, you know, you know.

11:30:23 How you know you would they would be able to proceed information better.

Interview 8

12:35:48 And then hit record and we'll get started.

12:35:53 Alright, cool. Thank you for joining today. My name is Cameron Conner. I am one half of real cash.

12:36:00 So before we get started, could you please state your name? The high school you attended and what year did you graduate from that high school?

12:36:07 My name is [redacted]. I graduated, 2,019. I graduated from, Cornahan High School.

12:36:14 Okay, cool. So first question first tell me a little bit about yourself and what you've done since you've graduated high school.

12:36:22 Oh, what I've done graduating, I end up going to [redacted], college facility that where I pursue my But track, I went in as undecided because I didn't know what to go in, but I did love the sports track.

12:36:36 So I just. We're not good with that. And then. After I talked to some more like like advisory, like the people that helped me get where I was it.

12:36:45 They told me business was a good route. I felt like it was a good route for me because I thought, you know, I can, you know, start coaching or have my own.

12:36:52 Personal goals in the future. So I just start small. It didn't work my big goes up.

12:36:58 Got into working so I can pay for my student balance and stuff. But right now, you know, I started.

12:37:07 Taking a step back, So I end up just working so I can just pay for the major, what the major stuff and then after that.

12:37:15 I get back into the process I was going, and when I left the high school.

12:37:20 Okay, cool. So what school did you start going to once you graduated high school? What college?

12:37:25 Missouri Baptist University.

12:37:27 Okay, and where's that located?

12:37:30 That's located. What's that? Not mistaken.

12:37:34 Okay, Saint Louis. Alright, cool. Question 2, can you describe a specific project or assignment that you felt was an example of authentic learning.

12:37:50 Yep.

12:37:46 It can it be like, advanced school sports or anything like that? What I see that was mostly like authentic to me was sports.

12:37:55 Hmm.

12:37:55 I play football and I ran track. But I learned like 2 different aspects of planning both sports. What taught me how to.

12:38:13 Kind of like, you frozen.

12:38:30 You.

12:41:27 [redacted].

12:41:35 Yeah.

12:41:33 Can you hear me? I don't know what happened. It just Take me out.

12:41:41 On the, all good. But yeah, so, question 2, can you describe a specific project or assignment that you felt was an example of authentic learning?

12:41:54 I'll start a sport.

12:41:51 Alison Sports. Yeah, so was there like a program that you were a part of a project that you probably did to someone's class that you feel was off.

12:42:01 Okay, a program I did I forgot the name of the program but the program. I think it was my junior year, I think.

12:42:09 I was the first sophomore to ever do it because it was only for juniors and seniors.

12:42:14 Or their project was to help like kids to like. Get adapted to like college level learning. And like jobs in the future.

12:42:24 So my first when I first did it was my sophomore year were We went to this lady where she teaches about jobs and how to.

12:42:31 You know, the real world when you leave high school. And then. My junior year is where we got to.

12:42:40 To experience like college like being on campus. I can still remember the day where it was about.

12:42:46 3 of us went to her. So. Basically we had a lady that was teaching us how to preparing for college level.

12:42:54 One of my senior year we end up doing a program where they gave us like jobs, literally to work.

12:43:02 For the summer and not that I don't pull the experience I learned and it was authentic. Told me how to prepare for the college level.

12:43:08 You're talking about the SLPS earning learning program. Did I get paid for it Justin a year?

12:43:16 Okay, that's the early learning program.

12:43:10 I think that's what it was. Yeah, we got paid for it. Cause we did, did you have to like learn?

12:43:20 Basically, you go to class. To the place then you go to the work site you choose to go to.

12:43:26 Okay.

12:43:26 I think the work side was like, I think 2, 2, 3 h. It wasn't a bad thing and I like to say I like a lot.

12:43:31 Hmm.

12:43:35 Especially doing the work I do now. I just learn how to be a leader and I learn how to take control in a role.

12:43:46 Yeah.

12:43:41 Someone that was you know that was staying shy in its bubble. I I had to like become more active with my team.

12:43:50 And I said, I'm working towards being a team lead now. So that taught me very much.

12:43:54 Okay, what stood out to you about those programs? Yeah, I know you kind of mentioned it, but what else would you say stood out to you about it?

12:44:02 What's going on to me was seeing, like people actually current for students. Like you, I'd haven't seen a lot like.

12:44:09 To our school year where you see like teachers or other people supporting students. But you have these people where they literally wanted to like help you if you had any question they was able to answer or they try their best.

12:44:22 Or they put you the right direction to people that can't give you that connection, what you need help on.

12:44:27 That was stood out to me the most.

12:44:33 That's breathing.

12:44:29 Okay, on question 3, where are the most valuable skills or knowledge you gain from those authentic learning experiences that you just mentioned.

12:44:44 I have to keep freezing.

12:44:41 So what are some skills and knowledge that you gain that you that you use right now to this day.

12:45:45 Get back.

12:45:56 Yep. They're not. Put my thing on and out.

12:46:05 I got you.

12:45:55 You bet. Alright, It was all good. We try to just try to rush to it. Alright, so what are the most valuable skills and now that you've gained from authentic learning experiences in high school?

12:46:12 So those programs that you were a part of. Were the most valuable skills or information that you gain from that.

12:46:21 Big thing is Basically being the leader. Like I was always a kid in the back just like.

12:46:28 Just taking the in the information. But like going to programs and like a project. It shows me that, you know, you have to step up when you only want to got the more knowledge out of the group.

12:46:41 Yeah.

12:46:41 So when you only want that. More experience. And other classmate or teammates you have is not a more experience somebody had to step up.

12:46:51 So I want that, you know, and, little, the leadership.

12:46:56 Okay, so how do you use those leadership skills that you that you gain from those experiences, how do you apply it to your current goals?

12:47:05 Apply it. That's my grand code is. Oh, that's kind of the question.

12:47:11 I think I'd use it as If I want something or I need it, I have to find a group of people.

12:47:18 To work with of some sort like I'm I'm comfortable I can trust. And then after that, I build it off.

12:47:28 Okay.

12:47:26 They feed off me of the energy I bring to that table. And then I do like one step at a time and it shows that.

12:47:32 Yeah, I'm the one that willing to sacrifice my. My small things to get to where my big goals is.

12:47:39 They see the same way. Like I'm always the one that's motivating the next man behind me, even though.

12:47:45 The same position. I want you to be better than me. That's like leadership. It's like basically sacrificing something that People will see it like why you want another man to take your position.

12:47:57 Cause it shows that West for me in life is way bigger than what I am.

12:48:04 Right, I like that. Question 4, how did authentic learning activities impact your engagement and motivation in school?

12:48:12 So how did you being a part of those programs? You being a part of a football team. Track team how did that impact your engagement and motivation

12:48:20 I got to speak up more. I wasn't afraid to talk. I wasn't afraid to.

12:48:25 Like special for kids that grew with like TBI, so traumatic brain injury as a kid, then hardly can read, was always afraid that people want to talk about me, make fun of me.

12:48:35 That showed me that just be yourself and like I said more you practice more you got better and that program that authentic learning it shows that I was getting better over time and then I was comfortable just being me, even if I stuttered, even if I was talking too fast.

12:48:52 People like the general people that was there, they. Was helping me out and Maybe more better.

12:49:00 Okay. And the second question was second part, can you give an example of a time when this type of learning mainly motivated you?

12:49:09 Yeah.

12:49:08 Time. Hmm. Okay, I say. Was it was in high school.

12:49:18 Take my I think my junior year, software year. Where I spotted the club for track. I mean, not attract, but chess.

12:49:27 Hmm.

12:49:28 And like I said, out there, it motivated me to like. To push other kids under me to be better or to like.

12:49:36 To show them like, you could do this too. Something that I thought I could never do. Like I have my own track shirt, I mean chess shirt.

12:49:44 In like chess club and it was amazing for a good experience for me to have to do for the first time.

12:49:55 Okay.

12:49:51 Question 5 in what ways that authentic learning experiences influence your decision about your education or career path after high school.

12:49:59 So those programs that you were part of. That being a part of the track team and the football team, how did that influence your decision about going to college?

12:50:10 It flows me to like. So, it shows that. I can like choose any route on a scholarship.

12:50:20 I was good at academic wise as well. But it shows the like. Yes. Or for at first I didn't know I wanted to do after high school.

12:50:31 I was willing to like just say, all right, I'm gonna just go ahead a word and just forget school.

12:50:36 But I had a coach from Missouri Baptist. His name was [redacted] at the time, but he retired, he pushed me to to pass my, ACT.

12:50:49 I was like, I was low like I think 13 at the time. And he said, if you, if you manage to get a 17.

12:50:56 I can get you in and it motivated me to like. To get in there. And that's why I like the programs I did because all the coaching that came across my life because he pushing me he showed that if I could get lease up to this he give me and so I was trusted Like I had trust in that coach that he was going on like on his word.

12:51:16 He said.

12:51:16 Okay, how did those programs help you?

12:51:18 They have me. It's something I love to do. I was always Like I was told I couldn't do this growing up.

12:51:27 I was a sickly kid. But doing the programs. It motivated me to like. Enjoy something that I thought I would never enjoy.

12:51:35 It is pushed me better and better. Had like Just seeing like the smell of my team, when we win or succeed or seeing the progress.

12:51:47 Well, the journey of the hard work we put in as one, it just. Motivating me to keep going.

12:51:52 Like I said, I know if I have an impact here, I know I have and the pack at the next level.

12:51:58 Okay, question 6. How did authentic learning prepare you for the real world challenges?

12:52:05 It did and it did it. But it what prepared me was The Like I said, the going to like learn how to what colors was about, learn how, what job experience, about that what prepared me.

12:52:23 Okay, can you share a specific instance? Where you had to apply what you learned.

12:52:28 My. My freshman year when first of you in a college where we had a couple of seniors that was injured and down.

12:52:41 Or I had to plot it to like my track team and also into like classes like I was afraid to like talk to teachers at the time.

12:52:52 But I had advisors that I was comfortable talking they. Help me to like keep it pushing, keep motivating.

12:53:00 Don't be afraid to state your mind or speak your mind. Especially doing like for religion school they are.

12:53:05 Like I said, I'm not a big religion guy, but I wasn't afraid to ask questions.

12:53:10 I wanted free to. To not say something what people were scared to say.

12:53:15 Okay, question 7, how do you compare your experiences with authentic learning to the more traditional way?

12:53:24 So the traditional way of learning would be like lectures making you guys read books, take tests. How do you compare that to authentic learning?

12:53:34 The way I

12:53:34 Yeah, which is more effective.

12:53:37 Miles to the learning was like. I'd rather have that because most of my learning was hands on like I'm a hands on or visual type of person.

12:53:46 If you was to give me like a book or you say something to me. I wouldn't better to take the I have to like have someone to like.

12:53:55 Take me step by step. Before. Like learning because if I if you just sit there and just like leisure.

12:54:04 My first time in [redacted] class, it was just hard for me to like take in because. I didn't know what was going on.

12:54:10 I didn't know how to take all that information. But like I said, doing it. I have my attendance to like speak up, talk to the teaching.

12:54:18 I need like a little bit more hands on after class or Can I talk to you just in it? That's how I can try to compare it.

12:54:26 Okay, so which way do you feel is more effective and why?

12:54:30 Well, I feel the, learning is more effective. Because it was more of a approach where you can.

12:54:38 Like literally go ask questions, literally speak. Where do you go see the teachers? There you go, talk to them compared to.

12:54:45 The traditional where most teachers wasn't available, they had a lot of students or even a leisure they expect you to.

12:54:52 To know the certain things we get into it. Compared to the optic word. You did know you can always go ask for help.

12:55:01 Go. She will go get help if you need it.

12:55:05 Okay, question 8. Can you discuss how authentic learning experiences helped in developing your critical thinking or problem solving skills?

12:55:14 My critical thinking, it helped me to take one thing at a time. And to like to look at the problem.

12:55:21 And see what's the The problem is and break it down step by step. And critical thinking is to.

12:55:30 I think I saw the box. What other possibility could happen? What was the?

Because it is oh, how can I see it from a different angle instead of just 1 point of view.

12:55:41 Okay, question 9, describe a situation during your authentic learning where you had to collaborate or communicate effectively.

12:55:51 I say in college sophomore year where we did a marketing project. Where we had to was assigned to different roles.

12:56:00 Where If one role was mess up. Everything will like fall apart. It wouldn't be good as it should be.

12:56:10 Okay.

12:56:10 I say this was the biggest coverage I've ever done, like out of my life. It's a big project.

12:56:18 Oh, what the it was like an air drop thing too as well. So we have to build like a structures to see if.

12:56:28 Okay, what about something?

12:56:25 If you drop A, High school.

12:56:39 That you had to collaborate. It was an authentic learning experience where you had to collaborate or communicate.

12:56:42 I don't think I did too much collaboration in high school. Cause most of the project I always did by myself.

12:56:42 Okay.

12:56:43 I was never a team player when it came to like school work.

12:56:43 So you talked about you starting at Chess program, right? So who did you want to partner with with the?

12:56:47 Yeah. Yeah, that's true.

12:56:50 You couldn't just do it by yourself.

12:57:00 Partner with, had to get a teacher for to advise me. I had to get a couple, people.

12:57:03 It was cool enough I had a Classmate that I'll talk to him about to play chess and he wouldn't go in with me for it.

12:57:11 Then we had a friend on top of

12:57:24 And then like especially the teacher we had. He was a cool teacher. People come to like come to his class like after school and everything.

12:57:28 So like talk to him. And then more people was more interested in like in their chest they were like oh this seems more fun to do.

12:57:30 So.

12:57:29 Okay, so how did that experience helped you with your life after college or life after high school?

12:57:30 It showed me today.

12:57:33 Like to have 3 steps ahead. Also

12:57:41 To

12:57:43 To defend and like protect. What was more important to you? Well, not how to

12:57:49 Attack, sort of situation.

12:57:54 But you

12:57:59 Yeah, you gotta have that support. You don't want to attack blindly without no support because You could catch it easily without that.

12:58:04 Okay. Question 10, reflecting on your high school education, how did authentic learning contribute to your personal growth and self understanding?

12:58:07 Hmm.

12:58:10 I know you mentioned how it helped you be more confident in speaking.

12:58:18 Yeah.

12:58:19 Being more comfortable with the things that you were going through personally. So just elaborate more on that.

12:58:22 How did they help you grow personally? Okay.

12:58:23 And the girl personally for me is It showed me that I didn't have to be afraid to, you know, be afraid of what I have.

12:58:34 Right, I was always that key where I couldn't, you know. That was a shy or I was like say a diagnosis can do anything.

12:58:43 With the authentic school work. Like I had teachers that told me that you come talk to me in time.

12:58:49 I had. The the little shit where I had to step up at the moment. Maybe I had no choice.

12:58:57 Or I was disciplined. I was very well. Respectful. I was always

12:59:05 It just made me flying today, basically just. That wants to see everybody succeed around me instead of being selfish instead of being you know, that guy where I only wanted to.

12:59:19 So to see where only I could see if I had the people around me to see.

12:59:25 Okay, the last question based on your experiences, what improvements or changes would you suggest for authentic learning and strategies used in high school?

12:59:36 They were prol is. Thank you, to move the skills.

12:59:41 No, like, so what would you want to improve? I'm sorry, what would you want to improve?

12:59:45 Yeah.

12:59:43 What what do I want to approve? I say more of my, I said like communication. Being more active being more like hands on with like other people.

12:59:55 Okay.

13:00:00 Okay.

12:59:55 And not be afraid to like take that leap. And certain things. Like, I see myself losing focus on certain things, what I know I can do it.

13:00:05 Like I said, I had a teacher where they believe in me where I didn't believe in myself.

13:00:12 Like you have the skills, you have the knowledge and you're more confident. You just got to do his own now.

13:00:18 You know.

13:00:19 Okay. So if you were to talk to a high school principal like Griff. And you wanted to improve authentic learning at Korna hand, what would you suggest that they should do to improve it?

13:00:32 Let me find out.

13:00:35 To improve court like to improve the high school.

13:00:56 I'm sorry, can you repeat that?

13:00:57 You said it's like to improve the high school.

13:01:00 Yeah, yeah. So what would you say to improve authentic learning in the high school setting?

13:01:05 I tell them to like to try to do more like more activities. Like the events they was doing in Doing my first year in high school they had was more like learnable because more kids was more involved.

13:01:17 Like more like Oh. Like creative stuff. At the time, like they used to have like time shows.

13:01:27 Like to express themselves or kids to being who they are. Or pro like special like class events or how you have class going against other class and projects.

13:01:39 I feel like that was a good learning experience because. You have one class working on one topic where another class work on that.

13:01:45 So when they Right or when they work on that? It shows you can like like you learning. At the same time, like you competing.

13:01:55 But you're learning.

13:01:57 So basically more hands on activities. Okay, cool, cool. Well, that's all I needed from you, Bailey, man.

Interview 9

16:45:58 We go to H to these questions. Sign good.

16:46:00 Right.

16:46:02 And. Alright, cool. Appreciate you for joining me today. My name is Camera Conner.

16:46:12 I am a part of real cash. So yeah, so the first question before we get started, can you please state your name?

16:46:16 What high school you went to and where you graduated.

16:46:20 Okay, my name is [redacted]. I'm went Carnehan High School of the Future and I graduated in 2020.

16:46:26 Okay, Google. So question number one, first tell me a little bit about yourself and what you have done since graduating high school.

16:46:35 So a little bit by myself. I'm 22 years old right now. Really, I just like to, I pretty much the kind of state to myself.

16:46:52 Okay.

16:46:47 I make beats. I still play football at the moment for SIU. You said we're motivating me to, Oh,

16:46:58 Not yet, Anne. So you got SIUC, And we're here.

16:47:02 My major my major is a sports admin and I'm a senior at the moment.

16:47:08 Okay, cool, cool, cool. Question number 2. Describe a specific time or project.

Or Simon that you feel was an example of authentic learning.

16:47:18 And we're made to stand out to you. So basically why you are in high school.

16:47:23 So when I was at high school, they authentic learning.

16:47:25 Yeah.

16:47:35 Yep.

16:47:28 So this is like what helped me what made me help like, my decision towards going to college. I mean, I would say Really?

16:47:38 I kinda had my sight since I was a kid on going to college, whether it was playing sports or not.

16:47:44 But in high school, I think what really helped me was I kind of had like a mentor in a way.

16:47:56 Hmm.

16:47:51 What kind of multiple mentors and it was one would also be [redacted], who was, the assistant president when I first got there.

16:48:00 In, he end up becoming the principal. But he kind of mentored me alone. That's pretty much all through high school.

16:48:07 Yeah.

16:48:08 I wanna say, Coach [redacted] as well. He stayed on top of me for real.

16:48:14 And you. Ever since that we're really what really made gave me that boost was you because I went to every so I didn't know what receiver really were and I didn't really play receiver.

16:48:26 Yeah.

16:48:26 And, you helping me, like, kinda motivate me, see, that's used.

16:48:29 Seeing that you was good at just the position yourself. It's motivating me to go harder and see where it's happening.

16:48:37 Okay, well was there something in like inside the classroom that you experienced that was like or like a project or assignment.

16:48:46 That you feel wasn't a good example of authentic learning.

16:48:51 Or a program or something that you were a part of.

16:48:54 Oh yeah, I would, so. I was part of like this. It was like a program I wanna say where we met up at the like the, The Board of Education downtown.

16:49:06 And it was like a select few students after school from like along the SLPS school district. And we had like 3 of us and it was and I was part of that.

16:49:22 Hmm.

16:49:15 And what we did was we just went down there and we just talked to the The head like I'm pretty sure he's like the 80 the head director of all this stuff and Yeah, we just had pretty good talks talked around with the school him.

16:49:31 He, and he just talked to it few things. You know, and we just talked, we pretty much just talked about like.

16:49:40 There are schools and why we should our schools should still be a high school and stuff like that. And now my argument was pretty much that we had good grades.

16:49:49 Yeah. Okay.

16:49:50 Not, so. KING, BLED, LUTE, I think that was big for me especially when the college too because we kind of talked about that as well.

16:49:59 In just networking with other queues that went there and seeing where they might say it was as well so

16:50:04 Okay, we'll stood out most about that that program that you were a part of

16:50:09 I think what's the most was that. Which is the different personalities and different people there that I got to meet.

16:50:24 Yeah.

16:50:20 Like for example one kid I met that used to go he goes here now actually He wants to sold in and I remember him because he also plays for the football team there.

16:50:29 In Yeah, I kind of see that he really probably could have stayed in St. Louis or something, but he chose to go to college.

16:50:39 And I think that program helped. Helped him make that decision easier for him to go to college. And stuff like that.

16:50:45 So.

16:50:47 Oh, question number 3. What were the what are the most valuable skills or knowledge? You gain from authentic learning experiences in high school.

16:51:01 The best skills and knowledge.

16:51:06 I would say.

16:51:09 The best skills would probably be.

16:51:23 You talked about networking.

16:51:23 That's it. Yeah, pretty much like, yeah, they're working in. Yeah, it's networking and learning how to like.

16:51:35 The

16:51:33 Do that for into hold some conversations. So like for example before that I never really like was the type of person to be, I think it really helped with leading and for that, yeah, for leading as a leader because I never really put been put in that position to

do anything that like be the face of the school or to, you know, be that example for our school and I think that helped a lot with that, especially

16:52:01 in college going to college. And playing on the sports team, you need to be. You need to be that leader.

16:52:07 In the walking room, you know I'm saying and uphold that standard that the team has said.

16:52:11 So. I think that helped me a lot, especially being around a bunch of them people. Because you won't be able to run out of athletes and stuff like that.

16:52:15 Yeah.

16:52:18 So. They got me ready for that pretty much.

16:52:20 Okay, so the second part was question kind of mentioned, but how do you apply these in your current endeavors?

16:52:26 So like how do you apply a leadership skills that networking skills to to sports administration or to play a college football?

16:52:46 Yeah.

16:52:31 Thank you. So for a sports administration, I like I said, I wanna go into like, the sports agency field so obviously in the sports that's being a sports agency it being a sports agent you want to lead your your client and come, and there's a lot of different things that come with that.

16:52:50 And I also think it helped me just being like around the guys and the locker room and just being that leader and that voicing the help, like keep everybody in attract to the team go.

16:52:59 And I think that. You know that pretty much and then basically just life too like one day I'm have a family so I'm at that also leave my family and teach my kids the same skills that I went through and put them in the position to be the, put them in the position to be successful throughout their life.

16:53:19 So.

16:53:19 Okay.

16:53:19 I think that's pretty a pretty big deal for everybody.

16:53:22 Thanks. Alright, question 5. And what ways did authentic learning experiences have influence your decision about, about your education or career path?

16:53:35 So really after high school, I kind of thought I went to go into business, but I kinda thought about it and changed my mind, went to sports admin.

16:53:46 I come with the state within sports. We must think that. Especially like when I went to the board education, it was some other athletes there and I kind of networked with them.

16:53:59 And I kinda just pick the people brains also the people that work there too because I also live downtown so I used to go there by myself sometimes.

16:54:07 In I kind of knew the people that worked there so I talked to them or whatever and I think that really helps shape what I wanted to do.

16:54:15 Pretty much going into college. In

16:54:22 Yeah.

16:53:33 Okay, cool. Question 6. How did authentic learning prepare you for your real world challenges?

16:54:36 It prepared me pretty good especially like at this level, cause college is pretty much about networking in.

16:54:44 And that's pretty much what you gotta do if you wanna be successful somewhat later in your life. You have to make them connections.

16:54:52 And I think that, helped me a lot so and especially like when it comes to Just a meeting anybody you'll never know who you can talk to especially in college or what what they could have going on and that could play a factory later in your life just having them as a contact.

16:55:11 You never know if they call you one day and be like, oh yeah, I'm gonna be talking about this or whatever.

16:55:15 You know, how about you, how about you come work for me and help you do this, you know what I'm saying?

16:55:25 Okay.

16:55:21 So I think it prepared me a lot there. In general. And especially talking into like a group setting.

16:55:28 So if I'm ever in the, if I'm ever in a business meeting or any type of setting like that, I think I'm gonna be perfectly prepared for anything like that.

16:55:36 In my life, so.

16:55:38 Okay. Can you share a specific instance where you apply what you learned?

16:55:44 Yeah, so like we have a groups here like for the winter for example in and my little groups is like different position players in like the coaches like basically drafts us in our group at Ern points.

16:56:00 So. What I usually do is, I try to like text the group chat and have people like, let's, we get pushed like once a basketball game or like going to community service.

16:56:12 So I tried testing you check you guys together. Do community service, go to basketball games and do everything that I do to get our points for the group.

16:56:19 And try to be that leader for our group. So.

16:56:22 Good example. Question 7. How do you compare your experiences with authentic learning to the more traditional way of learning?

16:56:36 Yeah.

16:56:31 So the traditional way to be like lectures, as reading books. How how would you compare that to the authentic way of learning?

16:56:44 I probably think the traditional way is Not much helpful, really. I mean lectures is pretty much you just sitting there listening to them talk in the majority of everything

after that is just up to you like if you go home and if you took the notes or if you go home and study it.

16:57:01 And, I think the way we learned. The, previously with Bether because It was like more hands on.

16:57:10 So.

16:57:13 Which do you feel is more effective for you and why?

16:57:26 Just done it.

16:57:20 More effective wise is definitely a which about the, Yeah, like traditional just don't help me at all.

16:57:32 I try to take a lot of online classes now just because of that because I'll probably I'll be on my computer a lot so I pray I have more so study on on then I would like It's like going to lectures, I feel like just don't.

16:57:44 I mean, it's the same thing. It's already gonna say, let's show if I do it online.

16:57:48 So.

16:57:50 Okay. Alright, question 8. Can you discuss how authentic learning experiences have to develop, perhaps you in developing your critical thinking and problem solving skills.

16:58:04 Oh yeah, for sure, like, in school, math, like. We get like, you get the multiplication on.

16:58:13 The pre multiplication test. So like that helped a lot to like just doing it in a time limit.

16:58:18 Yeah.

16:58:21 I think things like that help me, [redacted] and his mate. Quick thinking, creative thinking on the spot, skills like that.

16:58:33 So. I think that was me for me.

16:58:36 Okay, a question 9, describe a situation during your authentic learning where you had to collaborate or communicate effectively.

16:58:47 This is in your high school experience.

16:58:45 Collaborate. Like Okay, so like if anytime you go into groups like so for one pass, I remember it was like English class.

16:58:59 We, We had to read a book, but he put us in groups to discuss. All the time.

16:59:04 And then right, where we discussed down and then we had like taught like we explained what we discussed out loud to the class.

16:59:11 So I think going that stuff right there would be [redacted]. Especially.

16:59:16 Okay, how did that help you with your post graduate life? So in college, how to you doing that lesson?

16:59:23 With [redacted] help you with your postgraduate life.

16:59:29 I think it helped me because even now we're still doing the same thing. We get into groups even in class.

16:59:36 I take a class now I take marketing. And she's real big on like having us get into groups and talk and right now our answers.

16:59:43 Hmm.

16:59:44 And, or just even just goes to groups and talking and then just set telling her out loud to the class what we had.

16:59:50 Oh, so that even just carried over to college.

16:59:56 Okay, on question 10 reflecting on your high school education. How did authentic learning contribute to your personal growth and self understanding?

17:00:08 You said personal growth instead of understanding.

17:00:11 And under self understanding.

17:00:13 Oh, okay. So.

17:00:17 I think it helped in my personal growth. Just in general helping me understand that just helping me understand. More so used to take a more serious because I feel like in high school when I first got there I didn't really take it as serious.

17:00:35 And then I started realizing like it's especially going on trips to colleges. And like seeing the classrooms and kind of talking to people I knew that went to college.

17:00:44 I just kinda took a more serious in the classroom like near the end of my, high school career leading into college because I realized how many of them skills on my knees is later in life and in college to help me.

17:01:02 It was like. Growing, like, just to help me with, yeah.

17:01:10 Okay.

17:01:10 It's just help girl on my skills pretty much. Like, like especially time management is especially timers that's huge in college time.

17:01:19 I will tell you.

17:01:23 It's then when the assignment is due at 1159. That was new to me too.

17:01:25 Yeah.

17:01:27 Like, yeah, it is. Time, it was but the biggest one I think for me, cause I was bad.

17:01:37 I was a bad procrastinate, but now I feel like. I do all my work early.

17:01:39 Yeah.

17:01:39 Because you know. So I think you just help me grow mentally and mature and mature wise, but maybe mature up more.

17:01:50 From that kid that doing that kid stuff in high school because I don't fly in college. So.

17:02:01 Let's see. Okay, cool. Question 11 based on your experiences, what improvements or changes? Would you suggest for authentic learning strategies used to high school?

17:02:13 Improvements?

17:02:12 So how would you or suggestions that you have?

17:02:17 Hello?

17:02:24 I'm not sure really. I feel like

17:02:31 I feel like Don't think I really like better about the. About college is pretty much just like the schedule was.

17:02:40 You could have any time during the day. That's probably I'd change if I had anything to do with.

17:02:46 I think the authentic learning is pretty. That's pretty cool.

17:02:51 They went on a high school level. I would improvements would you? Or suggestions you have on a high school level.

17:03:00 My high school.

17:03:07 Good morning.

17:03:08 Probably nothing. That I can think of right now.

Interview 10

17:21:03 Yeah, it is cool.

17:21:00 So. It ain't no right or wrong, guess it to it. Okay. I don't.

17:21:09 Alright, cool. Thank you for joining me today. My name is Cameron Conner. I am part of Real Cash.

17:21:15 So first question I have for you today, can you please state your full name, what high school you attended and what year you graduated.

17:21:22 Hello, my name is [redacted]. I attended Carney and high school. I graduated the year of 2020.

17:21:29 Okay, cool, cool, cool. So first tell me a little bit about yourself and what you've done since graduating high school.

17:21:37 So as of now I am 22. I graduated when I was 18. A little bit that I did after high school I started community college at [redacted].

17:21:49 I enrolled that fall in August. And I did some pre-read classes, my midterms.

17:21:58 I did not finish college, but I went to major in dentistry to become a dental hygienist.

17:22:05 That's just something I was passionate in. I do plan on going back to school, so. And after that, I started pursuing in my business a last business that I have.

17:22:16 I became a last technician. And

17:22:23 That's pretty much it what I did after high school. I have a son now, so. I'm on my

17:22:28 Okay. Cool, so question number 2. Can you describe a specific project or assignment that you feel was an example of authentic learning during high school?

17:22:39 So, field trip, guest speaker, something that was hands on a project that you did.

17:22:53 Yeah.

17:22:49 Something else authentic learning like that impacted me in a way.

17:22:59 Sports on Count Doy.

17:23:02 You can talk about sports. Talk about, yeah, that's cool.

17:23:04 I don't know, I like my coaches who I connected with. That was, you know, outside of Swiss.

17:23:13 We had learned a lot of things. We're just growing, it's, a lot of uplift from them.

17:23:19 In a perspective without a sport. So. Just growing a connection with a lot of coaches. And learning different things and like how to maneuver.

17:23:31 Through the world once high school was over. But there's not really like Wait, that's not like answering for you, is it?

17:23:40 I mean, we can talk more about that. We're, won't you apply to some type of program or something?

17:23:45 When you were in high school that you got to leave early or something like that. Me a day.

17:23:50 Oh, well, yeah, I did do a trade school at [redacted]. So that was on I believe B days and I did culinary school.

17:23:58 Okay.

17:23:59 So that was a great impact.

17:24:02 For a their timing. I didn't really Do much with my, certificate. But that was a great experience.

17:24:13 Okay, we'll start out what was great about that experience too. I was set out to hear about that.

17:24:18 Just learning different things about, becoming a chef. Like, it's not just food.

17:24:26 Connecting with different people like around St. Louis we've done. I think it was like a banquet that we did for like different people.

17:24:37 That came in for like a job convention if I think that's what he was I don't know the correct word but that was nice we met different people in different business businesses in the world.

17:24:53 So that was great learning what You wanna do and then what you can do. Now.

17:25:01 Okay, cool question 3. What are the most valuable skills and now is that you that you gain from authentic learning experiences in high school.

17:25:11 So that culinary experiences or just working with your coaches, what was the most knowledge or valuable skills that you gained from that?

17:25:22 Things that I gain will probably be determination. In patients and then learning to actually. Be in tune for myself on what I really want to do.

17:25:37 And make sure that I'm passionate.

17:25:40 Okay. How do you apply that to your current like goals? The last take like you say you got a business.

17:25:48 So how did the stuff that you learned those things that you learned? How do you apply that to now?

17:25:52 Patience and then discipline. And also like, management, that's what I use. Like I had to learn that young so I can know it now.

17:26:04 Okay, so, so where do, how do you apply the ATO to your business now?

17:26:08 Also discipline, we're managing my money, managing my supply. Stand focused, but I guess discipline first to like priorities.

17:26:21 Yeah.

17:26:22 Manage me with.

17:26:25 My, I guess. My prices and then.

17:26:34 Within myself like I know like I manage may fall into discipline as well so a lot of it is discipline so I use that So set me for my My goals I need to reach and where I want to reach and what amount I need to make or.

17:26:52 Where I need to be for that month and then one it be for the next month or where did I fall short on in the last month so where I have to you know make up for the next month.

17:27:03 And then patience, you know. It take like 2 h. Or maybe a little bit over 2 h to do lashes.

17:27:12 Yeah, you got last one by one. So I had to gain a lot of patience and then with people with clients.

17:27:19 So.

17:27:20 Cool, question 4. How did authentic learning activities impact your, engagement and motivation in school.

17:27:36 I don't know how to answer that coach, can.

17:27:39 So basically how did your coaches, how did you working in that culinary program? Like keep you motivated and engaged in school.

17:27:48 Oh, just having something to do like to push you to move forward. Knowing that you know the uplift that you got from your teachers and coaches.

17:28:02 And letting you know that you have something and you like. The potential that they show very belief for you to keep going.

17:28:11 Okay.

17:28:11 So, that you have potential to be something. Do something.

17:28:16 Alright, can you give an example of a time? When authentic learning kind of motivated you or like your coaches motivated you.

17:28:25 Or you work in a culinary school, how did they motivate you give an example?

17:28:33 Running. Really?

17:28:39 He'll I can speak on that for an example of like where I am now with my coaches like the time that they used to take with me so I was at the Greatest but they knew I had something in me so it's like the time that they took with me despite the bad days or the good days so they're motivating me.

17:29:01 To like just keep going like don't stop. And You know, if you keep working, your crap going perfect in some type of way.

17:29:10 Okay, that's a good takeaway. Question 5. In what ways did authentic learning influence your decision about your education or career path after high school?

17:29:22 So how did your coaches have it? You working in a culinary program influence what you wanted to do after high school?

17:29:30 Hello.

17:29:37 And influenced me by No, I like I don't have to just do just that I can pursue in different.

17:29:45 Businesses or you know I can have a different passion not just you know what I did in high school. I learned that I can be a jack of all trades in a way.

17:29:58 Okay, so what kind of motivates you to wanna pursue last hit?

17:30:05 Just that mindset of, you know, having my all. Being self made and then I guess knowing that I can Do things that I really put my mind to.

17:30:19 When learning, you know. The stills I needed to make to get better and running or This stills that I had to do to, you know.

17:30:29 Graduate and trade school program like stuff like that. Pros and stays between a long way in different. Aspects of life and with anything that you do.

17:30:41 So just knowing that you can do a lot of people can't. Say that they can do it and keep going, some people start and give up.

17:30:48 Okay, that's good. Question 6. How well did authentic learning prepare you for your real world challenges?

17:30:56 My real world?

17:30:58 Yeah, challenges. And so how did the culinary school had your coaches prepare you? For railroad challenges.

17:31:17 Hmm.

17:31:10 Just those talks. You know, outside of track and culinary we had those personal talks like Those talks help and let you know like, you know, to lock in and what you need to do that, talk to, you know, know the level of potential.

17:31:32 And not just from them seeing it but with you knowing it as well within yourself.

17:31:37 Okay, can you share a specific instance where you had to apply what you learned?

17:31:47 Locking it so after high school I had to lock in and realized that

17:31:55 It wasn't really gonna be the same for me because my year was shortened. My senior son.

17:32:00 Hmm.

17:32:02 I had to make some changes and different decisions for myself. Outside of track. I didn't. Go to school for a track or anything.

17:32:11 There's something that I did want to do. But I had to sit down and reflect like. I have to make a different decision.

17:32:17 So I had to imply that into more like You still ought to keep going. Figure something out so you can be somebody.

17:32:25 Okay. Question 7. How do you compare your experiences with authentic learning to the more traditional way of learning.

17:32:34 So basically, the way, the way you learned. In your culinary class when it was hands on how would you compare it to the traditional way so like lectures Reading books, things of that nature.

17:32:48 How would you prepare?

17:32:49 I like it all the same way, like. Because at the end they are still being taught something.

17:32:59 It's just now you were being taught with just yourself and you got to use what you learned. From who inspired you or who was teaching you, you gotta use that for you, you gotta learn on your all now.

17:33:10 So I think it's just helping you. We need to be, doing it for you and not having somebody else tell you or teaching.

17:33:17 Okay, so which way do you feel is more effective? The authentic way of learning or the tradition way?

17:33:24 I feel both. But for me, just speaking for me, I authentic way is more my speed, but it's always good to pick a book up.

17:33:39 Why do you think? You learn more their authentic learning way.

17:33:43 I'm more of a hands on person and I have the see and do not just read like I have to actually be in motion of what I'm doing to understand so I can know to do how to do it the next the next time.

17:34:01 Okay. One question. Hey, can you discuss how authentic learning experiences helped you? And developing your critical thinking and problem solving skills.

17:34:13 Hmm.

17:34:19 Oh.

17:34:19 You got, you own your business. So when you got problems in your business, how has the stuff in the past, you to do that, to handle those problems that you gotta.

17:34:30 That you're handling with your business.

17:34:32 I do a lot of note taking. Like I say, self-respecting on my business on high, where I went wrong.

17:34:41 It what I needed to do for the next month to not let it happen again, how did last month.

17:34:50 So. I don't know. You gotta do a lot of, note taking for me.

17:34:57 Well, for me, I have to do a lot of notes again. Just make sure I'm doing everything correctly.

17:35:02 And just taking my time with everything like that helps me like mentally to know what I'm doing like me writing down.

17:35:11 A lot of things and then. Saying what I want to do for my next like setting goals.

17:35:24 Hmm.

17:35:19 Okay, but basically that's kind of like from track where you had goals and track that you had to meet in the same thing Question on, describe a situation during your authentic learning where you had to collaborate or communicate effectively.

17:35:35 Hmm.

17:35:39 Yeah.

17:35:39 In H. So name a time I ask where you had to collaborate and communicate a effectively.

17:35:47 When do we collaborate?

17:35:49 No, no, you tell me.

17:35:52 Oh!

17:35:53 Well, you have to communicate effectively. So in the culinary program. When did you have to communicate effectively to somebody or a collaborate?

17:36:05 You said I had to.

17:36:07 Okay, talk about the

17:36:04 Oh, a dish. Okay. What it was. Explain presentation with food temperature.

17:36:19 Why do we choose to do it this way or? What do we learn from it and how does it make us feel?

17:36:27 But that was among my peers in the class. I wasn't really around anyone else. Doing that.

17:36:37 I didn't really do much interviews from track. But.

17:36:44 But I like how you talk about you have to work with your parents in a classroom for the culinary school.

17:36:50 So just to stay with that. So how did that, to talk about, when you talk about this, or how did that, experience help you with your post graduate life?

17:37:01 I guess communication skills, I lack in that in the way, cause I've

17:37:08 Yeah.

17:37:06 I know. Okay.

17:37:13 Okay, I'm sorry. I do lack in it. I'd, be, be nervous a lot and then.

17:37:21 The help in a way. For like further in life with me communicating. I still learning, but

17:37:29 Yeah.

17:37:31 I guess they help. Just talking, you know, always having to do that talk. Once or twice a week.

17:37:41 Okay. Oh, question 10 reflecting on your high school education. How did authentic learning contribute to your personal growth and some understanding.

17:37:54 I guess I just put more. Growth in my maturity like is things that I had to stop doing and things I had to like grow from.

17:38:08 So I can be who I need to be and who I am today. And ongoing battering. It affected me on my maturity level.

17:38:20 Okay, last question. Based on your experiences with improvements or changes would you suggest for authentic learning in high school?

17:38:31 So how would you improve authentic learning in high school?

17:38:35 So. Pass me could have done better with. Just listening, actually. I could have done better just listening and paying attention and actually focusing more.

17:38:50 And not do so much talking and thinking I knew everything. I just actually took So they construct the criticism.

17:39:02 Not like I should have. Done better as a kid with listening.

17:39:08 Okay, so if you was talking to Griff. And you wanted to if you like, hey, Griff, I want you to do better with authentic learning for these students.

17:39:18 What would you have him improve?

17:39:21 Honestly, we like just get the kids out more. We didn't do a lot of We had a lot of activities in the school but just leaving outside the school so I get experiences like different things.

17:39:39 And that'll like help, you know, move through their head and how they look at things.

17:39:47 Hands on things too like we it just we had some things but like we should do like a little voting They should do, I'm sorry.

17:39:56 They should do like a little voting like on what they want in the school or. What is some kids passionate so then you can go from there?

17:40:08 Okay.

17:40:10 Like outside of like, you know, sports and stuff and. Was already in the school like adding more activities.

17:40:17 So it could be like a little learning sensor for them.

17:40:20 Yeah.

17:40:21 And whatever they want to do.