

**THE-ICE International Panel of Experts Forum  
Leeuwarden & Amsterdam, 25<sup>th</sup>-28<sup>th</sup> November 2015**

## **Learnings from our book project**

**International Handbook of Teaching and Learning in Tourism**

**edited by**

**Pierre Benckendorff & Anita Zehrer**

## background of the book

The handbook provides an **international perspective on contemporary issues and future directions in teaching and learning in tourism**. The purpose of the book is to inform discussions about the future of teaching and learning in tourism. It consists of the following **6 parts**:

- Critical Studies and Learning for Sustainability
- Contemporary Issues in Teaching and Learning
- **Experiential Learning**
- Teaching, Learning and Research
- Technology Enabled Learning
- Understanding and Developing Graduate Capabilities

## experiential learning theory ELT

- concept of learning through experience dates back to **ancient times**

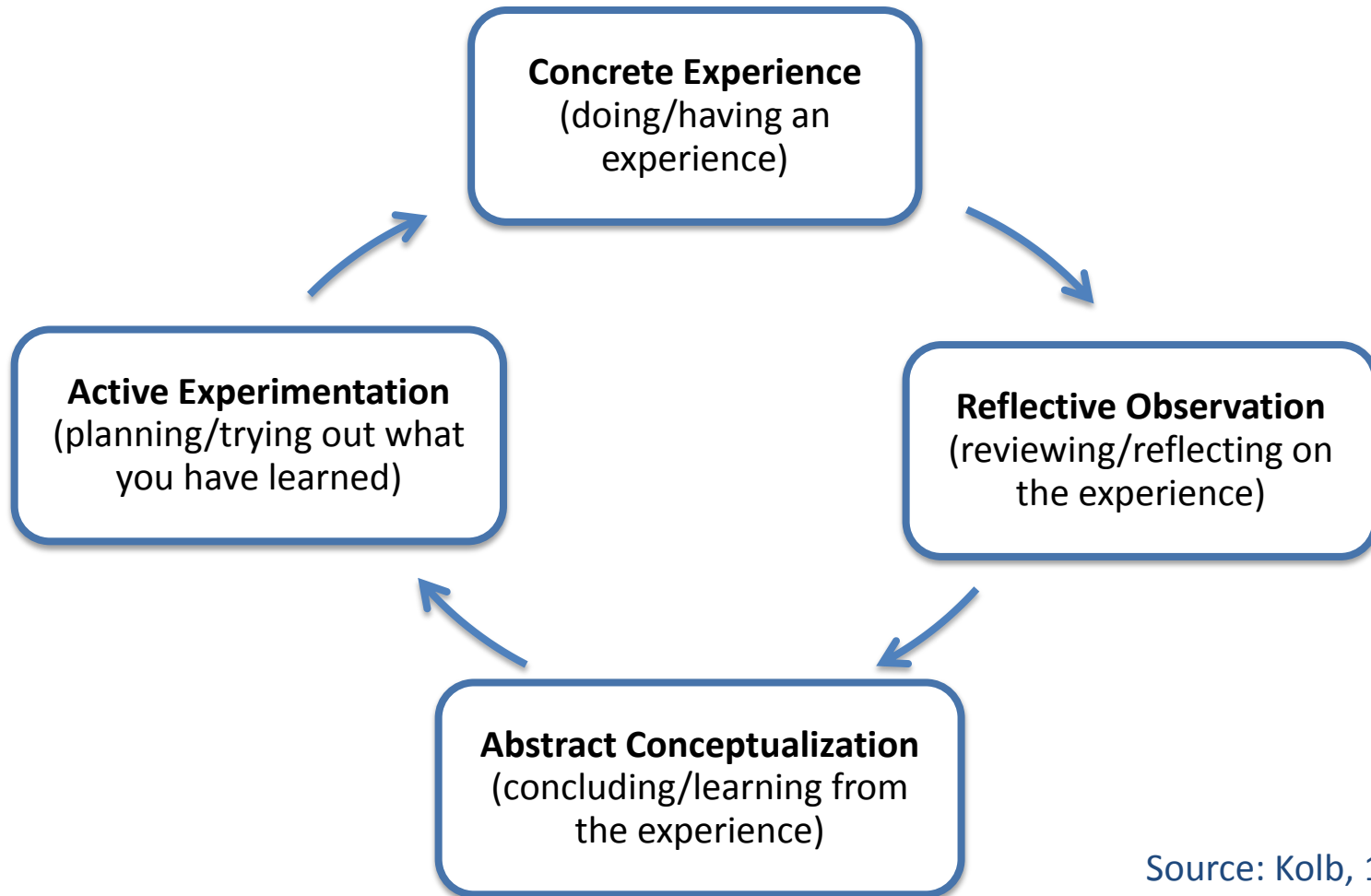
“For the things we have to learn before we can do them, we learn by doing them” (Aristotle)

- “Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.” (Benjamin Franklin)
- experiential learning focuses on the **learning process for the individual** (Scarini & Pearce, 2015)

## experiential learning theory ELT

- drawn from the foundational **“theory of experience”** of Dewey (1938) and Lewin (1951)
- widely used in **management learning** and development research and practice (Li & Armstrong, 2015)
- “...the process whereby knowledge is created through the **transformation of experience**. Knowledge results from the combination of grasping and transforming experience.” (Kolb, 1984, p. 41)
- **Kolb's experiential learning cycle** is an **integrated process** with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence (Kolb, 1984).

## the cycle of experiential learning



Source: Kolb, 1984, p. 33

## book chapters

### **PART III: Experiential Learning**

#### **Chapter 14: Experiential tourism and hospitality learning: Principles and practice**

*Brian King, Hanqin Qiu Zhang*

#### **Chapter 15: Learning from part-time employment: Reflections from Australia**

*Anna Blackman, Pierre Benckendorff*

#### **Chapter 16: Self-authorship development through tourism education: Rethinking the outcomes of Work Integrated Learning.**

*Julia Caldicott, Erica Wilson*

#### **Chapter 17: The value of WIL in tourism and student perceptions of employability**

*Chris Fanning, Ceri Macleod, Lynn Vanzo*



## **Chapter 18: Students in action: A destination-based learning approach to student engagement**

*Ruth Craggs, Catherine Gorman, Kevin Griffin, Ziene Mottiar, Bernadette Quinn, Theresa Ryan*

## **Chapter 19: Student and practitioner experience from learning laboratories**

*Peter Wiltshier, Sarah Rawlinson*

## **Chapter 20: Investigating fieldtrips**

*Kevin Griffin*

## **Chapter 21: Learning by doing: Intercultural competence and fieldtrips**

*Nicolai Scherle, Dirk Reiser*

## Chapter 14

### Experiential tourism and hospitality learning: Principles and practice

Brian King, *The Hong Kong Polytechnic University*

Hanqin Qiu Zhang, *The Hong Kong Polytechnic University*

EL	Methods	Definitions
A	Apprenticeship experiences	“an opportunity to try out a job usually with an experienced professional in the field to act as a mentor”(NIU, p. 5)
B	Cooperative education experiences	“students alternate periods of paid work with campus study or split their time between the workplace and the campus” (Eyler, 2009, p. 1)
C	Fellowship experiences	“the training of students for a period of time, usually between 6 months to one year” (NIU, p. 6)
D	Field work experiences	“to explore and apply content learned in the classroom in a specified field experience away from the classroom” (NIU, p. 6)
E	Internship experiences (externship)	“is viewed as a short-term practical work experience in which students receive training and gain experience in a specific field or career area of their interest” (Zopiatis, 2007, p. 65)
F	Practicum experiences (seminar, workshop)	“a required component of a course of study and place students in a supervised and often paid situation” (NIU, p. 6)
G	Service learning experiences	“a form of experiential education that combines academic study with service in the community” (Eyler, 2009, p. 2)



G	Service learning experiences	"a form of experiential education that combines academic study with service in the community" (Eyler, 2009, p. 2)
H	Volunteer experiences	"is service focused on benefitting the service recipient" (Cecil, 2012, p. 316)
I	Students teaching experiences	"an opportunity to put into practice the knowledge and skills he or she has been developing in the preparation program" (NIU, p. 6)
J	Study abroad experience	"a unique opportunity to learn in another culture, within the security of a host family and a host institution carefully chosen to allow the transfer of credit to a student's degree program" (NIU, p. 7)
K	Field trip (field experience)	"enhance a student's understanding of the field" (Cecil, 2012, p. 317)
L	Virtual environment	"is defined as the use of a computer generated 3D environment-called a 'virtual environment'(VE)-that one can navigate and possibly interact with, resulting in real-time simulation of one or more of the user's five senses" (Guttentag, 2010, p. 638)
M	Laboratory (Clinical experiences)	(Easterly & Myers, 2009); (Loretto, 2011); (McCarthy & McCarthy, 2006)
N	Case study	exposure to a setting where hospitality services are provided (McCarthy & McCarthy, 2006)
O	Guest speaker	(McCarthy & McCarthy, 2006)
P	Job shadowing	"a work experience option where students learn about a job by walking through the work day as a shadow to a competent work. The job showing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student."(Paris & Mason, 1995, p. 41)
Q	Video	(McCarthy & McCarthy, 2006)
R	Captive Hotel (Teaching hotel)	A placed where "students can actually study and work at the same time in the hotel"(Yan & Cheung, 2012, p. 22)

Source: King & Zhang, 2016, in print

## Chapter 15

### Learning from part-time employment: Reflections from Australia

Anna Blackman, *James Cook University*

Pierre Benckendorff, *The University of Queensland*

- **paid part-time work** can play a role in **developing career relevant skills**, particularly in the areas of interpersonal skills, teamwork, adaptation and communication
- findings indicate that paid part-time employment **generates a number of non-skills related benefits**, such as understanding the world of work and how businesses are managed
- results confirm that students were able to **make some links between their studies and their paid part-time work**

## Chapter 16

### Self-authorship development through tourism education: Rethinking the outcomes of work integrated learning.

Julia Caldicott and Erica Wilson, *Southern Cross University*

Baxter Magolda's (2004, 2009, 2012) **Learning Partnership Model** (LPM) outlines three supportive components that educators can provide in order to promote self-authorship development:

- **Respecting learners' thoughts and feelings**, thus affirming the value of their voices;
- Helping them **view** those experiences **as opportunities** for learning and growth; and
- **Collaborating** with them to analyze their own problems, thereby engaging in mutual learning with them.

## Chapter 17

### The value of WIL in tourism and student perceptions of employability

Chris Fanning, Ceri Macleod and Lynn Vanzo, Flinders University

**Table 17.1 Reasons for participating in WIL placements and projects**

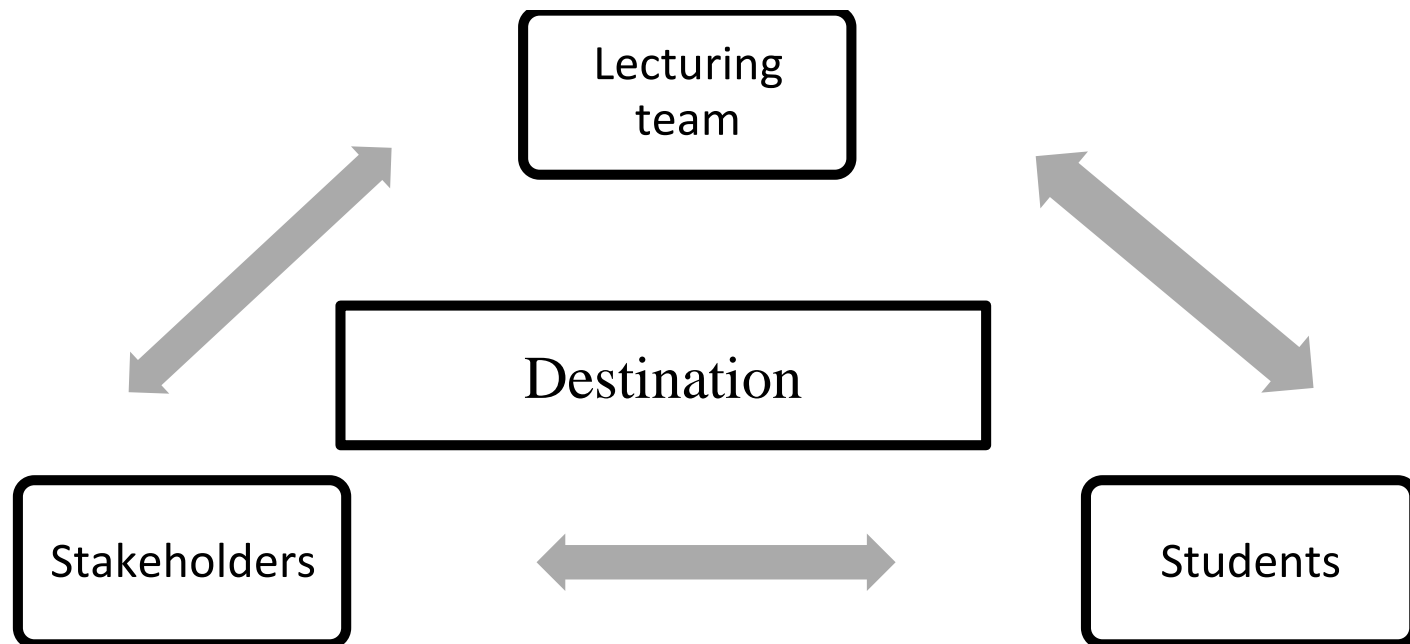
Most Cited Response Themes	Responses	Selected Comments
Requirements of the course	29	Undertaking one placement and research project were a core component of the degree, I chose to complete two to give me a wider variety, type of scale of events.
More than one placement improved my skills	19	I had the opportunity to do another placement that was very different to my first one and I took it so as to be exposed to a different part of the industry and I am so glad that I did.
Opportunity to apply University learning in the tourism sector	5	I enjoyed being able to apply my learning to a 'real' professional environment.
Clarified my future goals	2	Placements allow for interests and disinterests to be realized. Volunteering and hands-on learning is the best way to enter the real world.

Source: Fanning et al., 2016, in print

## Chapter 18

### Students in action: A destination-based learning approach to student engagement

Ruth Craggs, Catherine Gorman, Kevin Griffin, Ziene Mottiar, Bernadette Quinn and Theresa Ryan, Dublin Institute of Technology



Source: Craggs et al., 2016, in print





## Key objectives of the project

- using a number of modules, to **offer support to a tourism destination**, its stakeholders and related organisations over the course of **an academic year** in the form of focused project work and research
- to provide students with **‘real life’ experience** to enhance their educational experience and skills development
- to provide a **more integrated approach** to module assessment across programmes
- to provide an opportunity for **lecturing staff** to **enhance their knowledge** and aid the development of new teaching materials and techniques



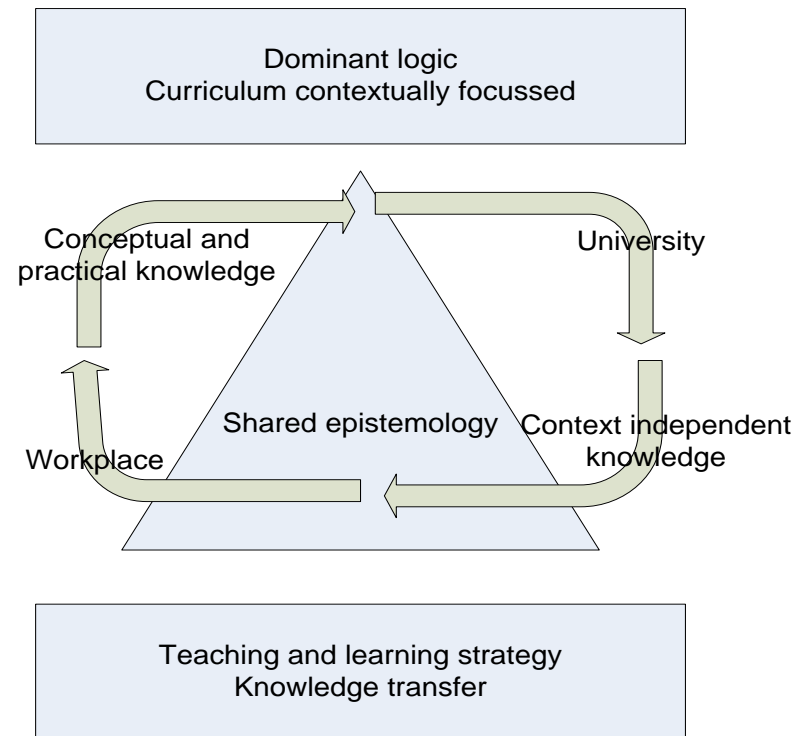
## Chapter 19

### Student and practitioner experience from learning laboratories

Peter Wiltshier and Sarah Rawlinson, University of Derby

#### Key learnings

- Apply and refine their current **knowledge and skills**;
- Develop new skills in areas such as **communication and teamwork**;
- Develop an awareness of **workplace culture and expectations**;
- Develop a practical appreciation of their **chosen profession**; and
- Develop **practical skills** to reflect upon in future studies.



Source: Wiltshier & Rawlinson, 2016, in print

## Chapter 20

### Investigating Fieldtrips

Kevin Griffin, Dublin Institute of Technology

#### Student comments

*Despite the work involved in preparing foreign trips, they are **invaluable for the learning and life experience students gain from the trip**. They are often the aspects of a programme of study the students **will recall years later** and **students always request more rather than fewer field trips**.*

*I think the benefits of undertaking a period of fieldwork for students can be huge and I believe that, particularly given the level of fees students now pay, that these **should be compulsory to tourism students** and should be funded by institutions to ensure that everyone benefits from these opportunities and not just those with the highest level of disposable income.*

*Field trips are the **practical classes for tourism studies**. Students really enjoy them and they learn loads without even realising it, which is the **best form of learning**. I believe that (if logistically possible) nearly all classes should contain a trip*



Source: Griffin, 2016, in print

## Chapter 21

### Learning by Doing: Intercultural Competence and Fieldtrips

Nicolai Scherle, Business and Information Technology School

Dirk Reiser, Rhine-Waal University of Applied Sciences

The connection between field trips and the development of intercultural competence has received little attention in the scientific literature. Thus, this chapter analyses the **importance of fieldtrips** from an **intercultural perspective** using the example of a fieldtrip of German tourism and hospitality students to Morocco.

*For me, **intercultural competence means that you are a cosmopolitan!** That is, that **you move interculturally and naturally, no matter in which culture, in which country, in which religion you happen to be.** When you aren't shy of other people, other countries, or other customs, but **are open, eager to learn, and enthusiastic for what's different.** That is, that you see the **differences as an opportunity and added value** and not as something bad or as a burden. That you don't think: 'Oh God, now I will have problems, because [...] my colleague is from China – she sees things very differently from me.' But that you think: 'Her perspective is different, but because of this I can also see much more, because **my radius is extended.**'*



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**many thanks for your attention.**

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