

JOINTLY
ORGANISED BY



LEARNING *for* CHANGE AND INNOVATION

WORLD CONGRESS

7-9 NOVEMBER 2016 ADELAIDE, SOUTH AUSTRALIA

CONGRESS SUPPORTERS



the practical business school



Innovation in Learning through Experience and Authenticity

Dr. David Lamb

Senior Lecturer in Events/Sport/Recreation, Edith Cowan University,
Perth, Australia.

Contact d.lamb@ecu.edu.au

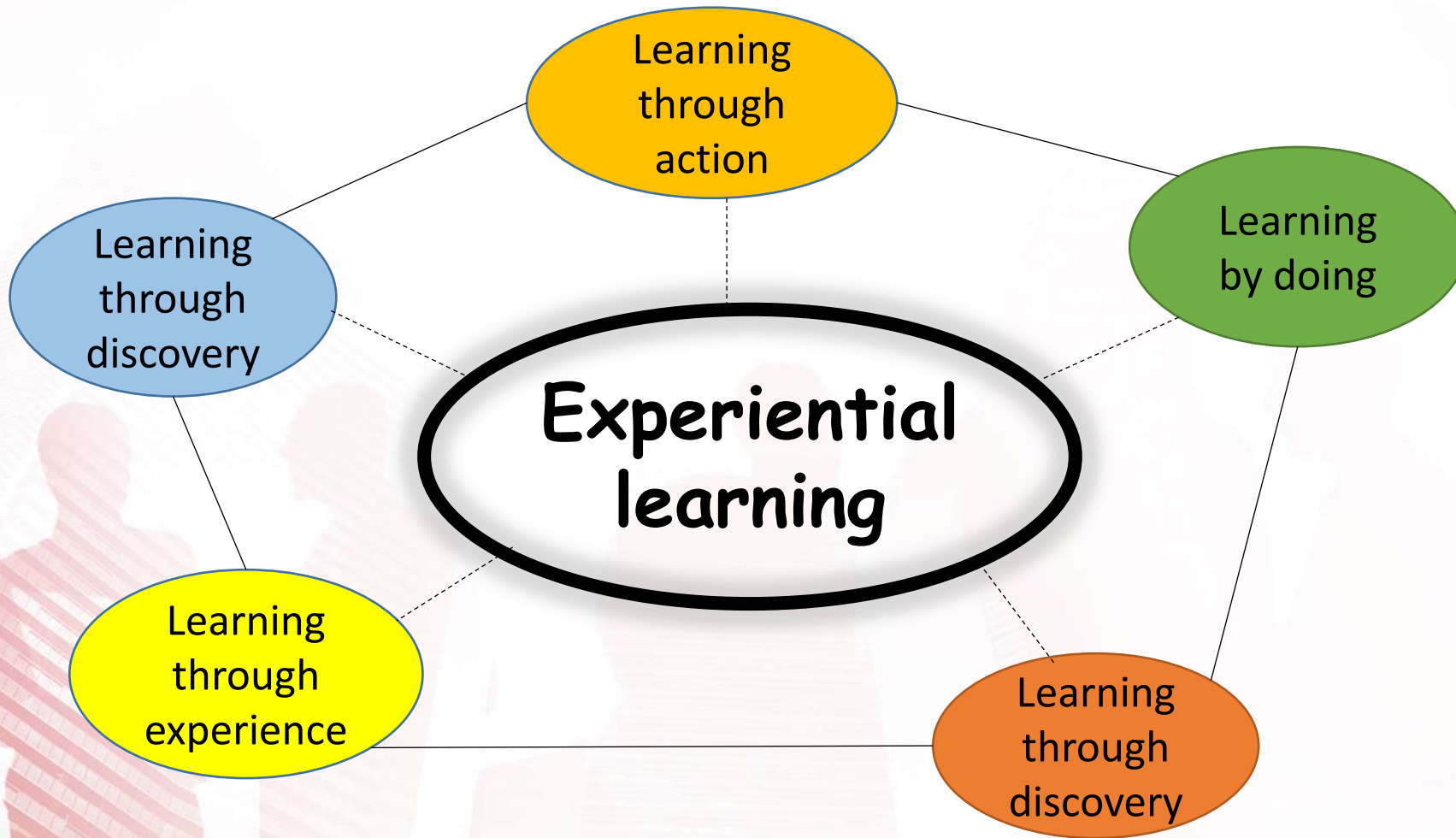
Fax: (61) 8 6304 5840. Tel: (61) 8 6304 2663



Overview of presentation

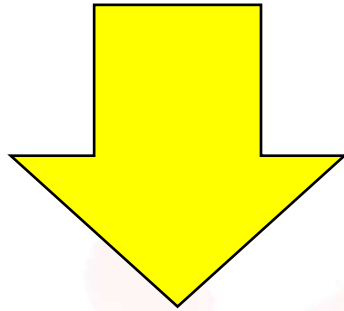
- Key concept
- Need for innovation
- Research project 1
 - The experiential learning model
 - Methodology
 - Findings
 - Challenges/outcomes
- Research project 2
 - Method
 - Findings
 - Proposed solutions
- Workshop (YOUR TURN)

Key Concept



The need for innovation

Progression in event management curricula toward student employability, professionalism and practical vocational skills.



Rise in EL elements in event management education: practical work experience, work placements, live projects, internships and volunteering opportunities.

Research Project 1

Experiential learning in practice in
event management curricula

The Experiential Learning Model

Teaching Unit – Introduction to Event Management

Rebel Kiwi Sport Challenge (SPARC & Sport Canterbury)

Half Day Event

**Management
Groups**

Continuous Assessment

**Pair
Working**

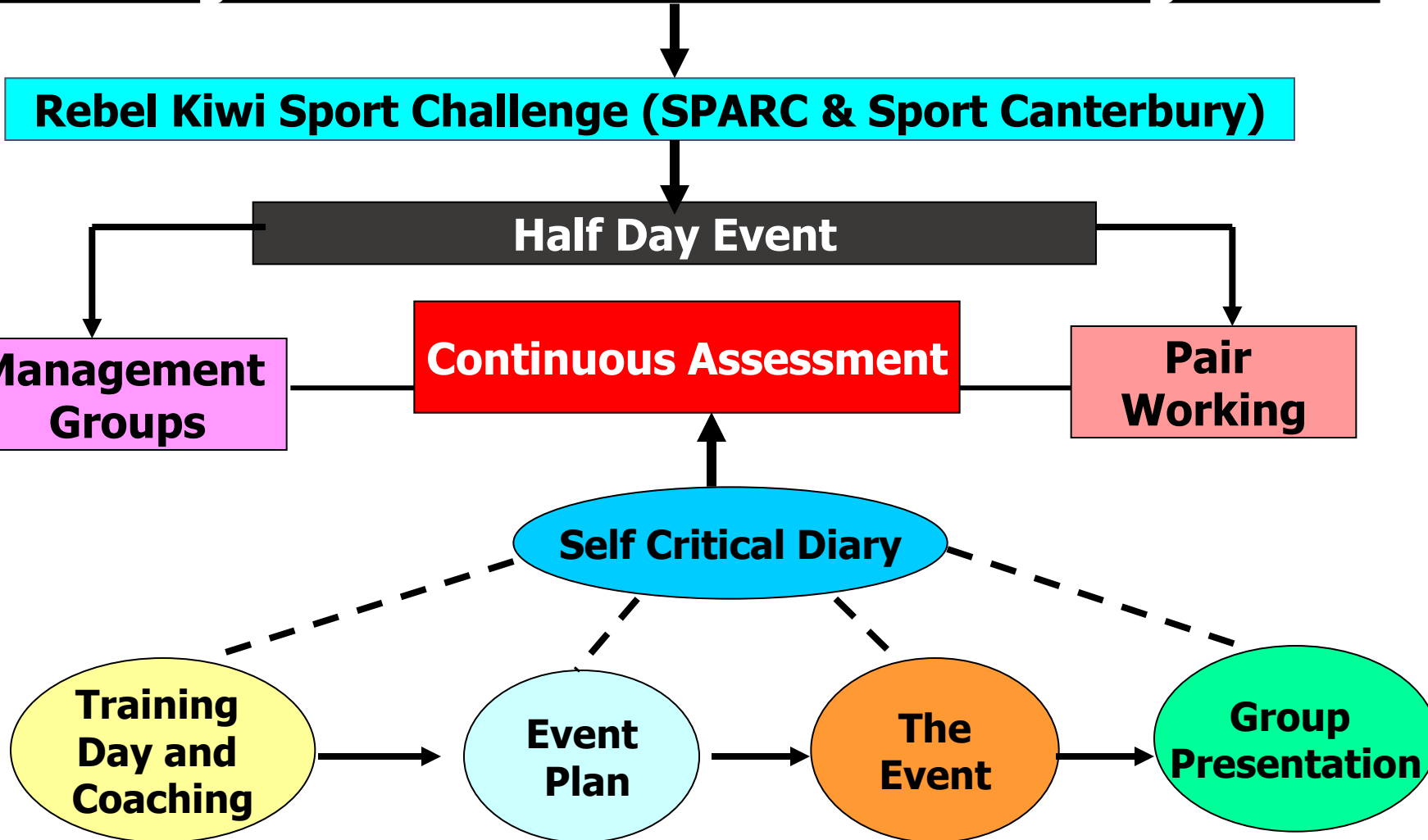
Self Critical Diary

**Training
Day and
Coaching**

**Event
Plan**

**The
Event**

**Group
Presentation**



The Events



Research Methods

Interviews

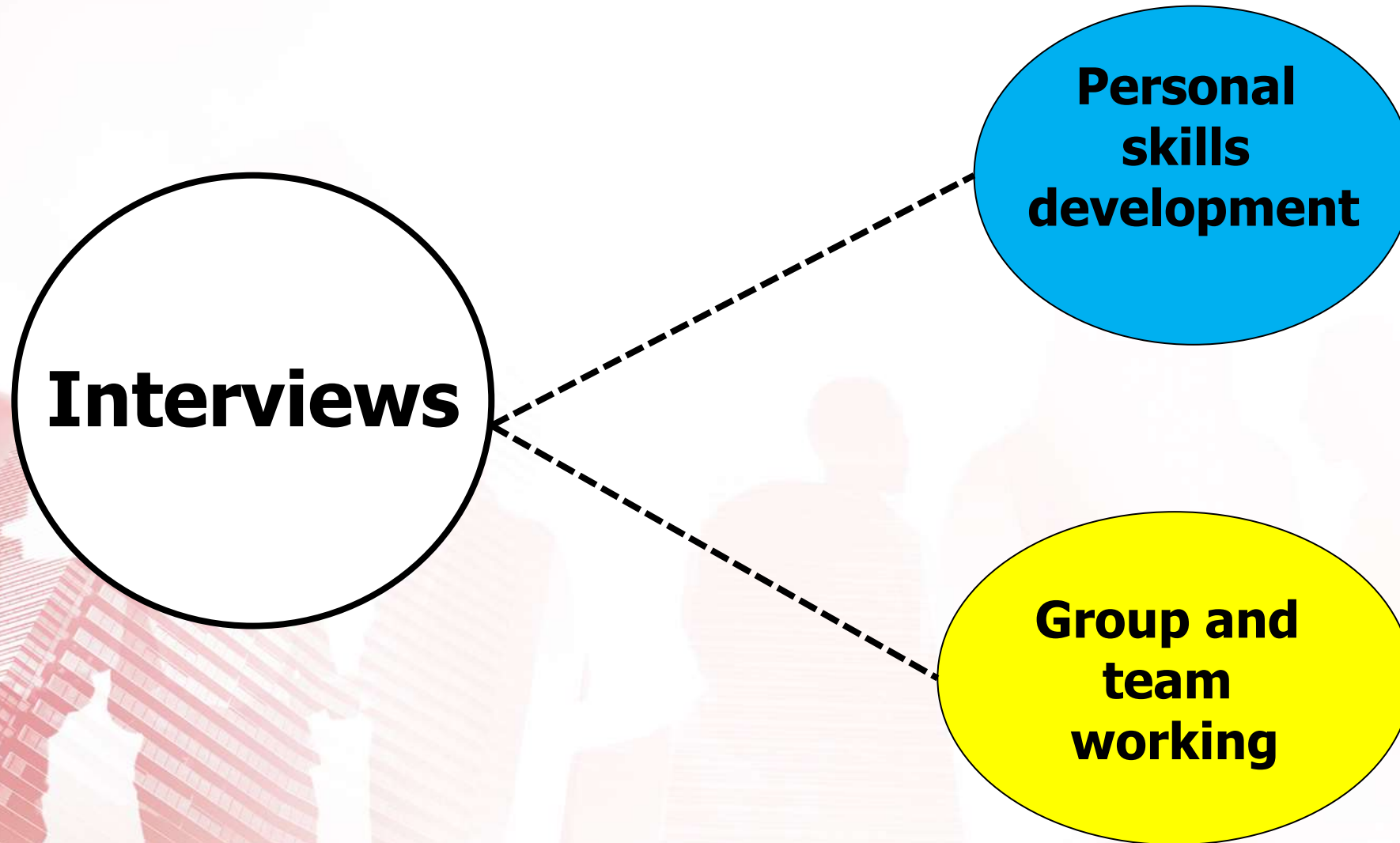
Online
Questionnaire

School
Feedback

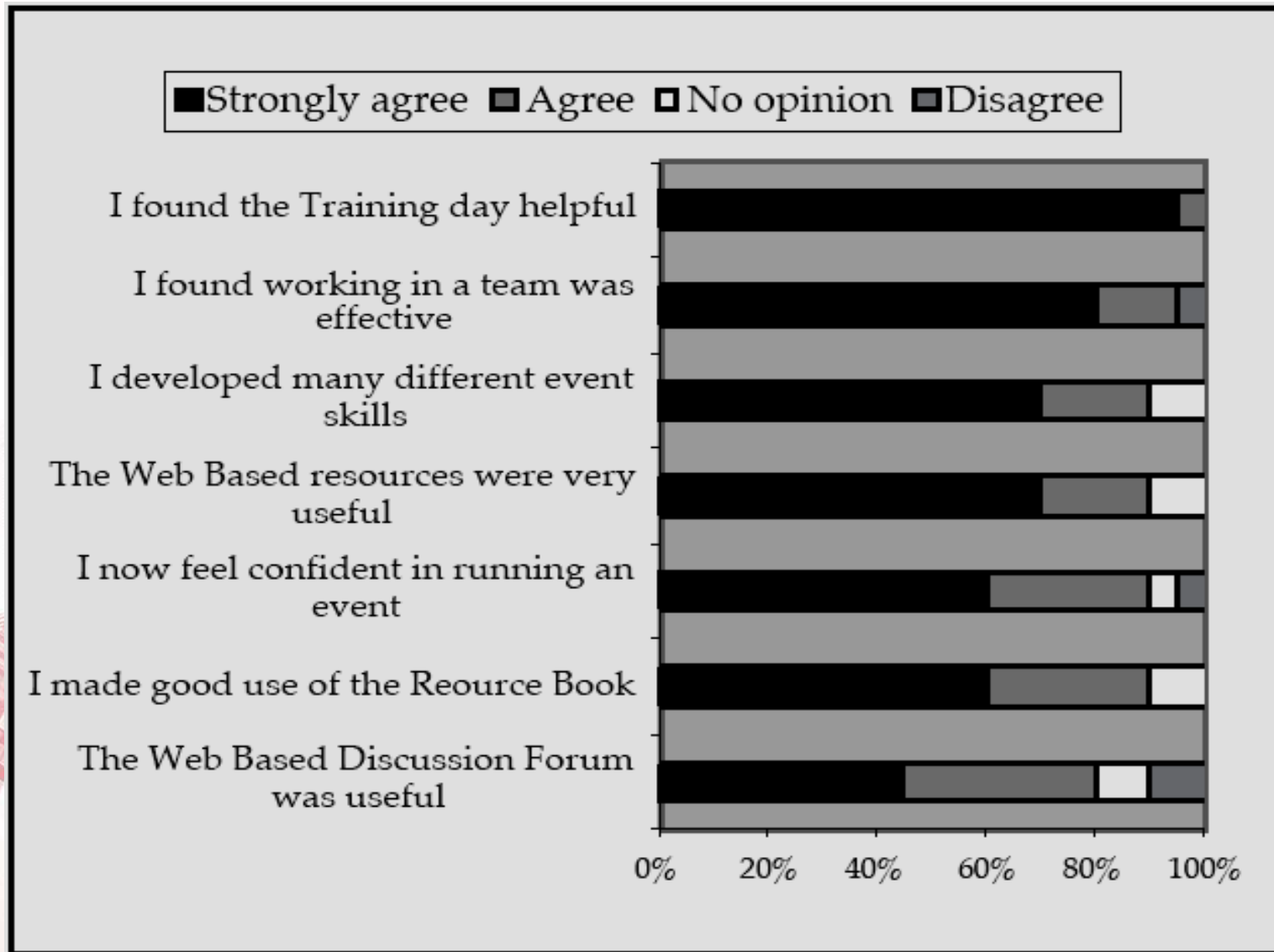
Student
diaries

Evaluation
Research

Findings (interviews)



Findings (on-line survey)



Findings (School feedback)

- "The students displayed a great level of professionalism and were extremely well organised and we got a lot of positive feedback from parents" .
- "The students were very professional throughout, I was impressed with them, all the children participated enthusiastically, had fun and enjoyed themselves"

Findings (student diaries)

- "We were thrown in at the deep end and had to manage for ourselves. The learning was very challenging and I now feel, I have the confidence to run an event".
- "It was a new kind of learning, we needed to work it out for ourselves. The idea, I think was to expose us to new ways of learning to acquire skills in all aspects of running events"
- "Holding our hands too much would not have achieved what we did and not taught us much about organising real events."

Challenges and Outcomes

- University bureaucracy
- New way of learning
- Resistance to change
- Risky business (many partners)
- Initial confusion
- Communication issues
- Conflict within/between teams
- Applying knowledge to practice

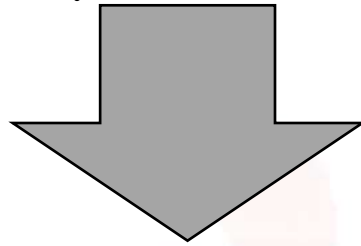
- Theory with practice
- Grounding for future
- Building relationships
- Learning by doing
- Virtual learning
- Partnership working
- Reflection/experience
- Professional practice
- Service to community

Research Project 2

The adoption of experiential learning in EM curricula and the practicalities, issues and barriers linked with EL.

Method

- **Exploratory survey phase:** n=16, representative of a variety of geographical and demographic criteria, a minimum of 3 years experience in teaching at a HE institution.



- **Focus group phase:** workshop discussions during the 2015 International Conference on Events in Macau, with 10 international participants and 2 facilitators.

Key findings (Research project 2)

• Barriers

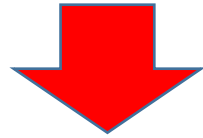
- Resource intensity of this type of learning is under-appreciated.
- Difficulties of managing the expectations of students/other stakeholders.
- Encouraging students to take up opportunities (engage with the world of work).

• Resource implications

- Additional/specialist staffing
- Time commitments staff/students
- Logistics of organisation
- Providing the infrastructure

Proposed solutions

1. Flexible timing of Experiential learning activities.



2. Building of an Experiential learning focused 'internal interface'.



3. Managing student engagement

Workshop activity

- Task 1- Exploring the challenges in adopting EL into your own teaching/courses.
 - Group activity - groups of 4-6 discuss and note main points on flip chart paper.
- Task 2- Seeking effective strategies to overcome EL challenges
 - Group activity - groups of 4-6 discuss and note main points on flip chart paper.
- Task 3- Feedback- plenary
 - Groups report back very briefly on the main points and discussions

My details

Dr David Lamb

Senior Lecturer in Sport,
Recreation and Events
Management

d.lamb@ecu.edu.au

Further information (see- journal article)

Lamb, D. (2015). Learning about events through participation and involvement: The use of experiential and authentic learning experiences, *International Journal of Event and Festival Management*, 69(1), 73-91.