LEARNING for CHANGE AND INNOVATION

WORLD CONGRESS
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AUSTRALIAN INSTITUTE OF BUSINESS

Leeds Trinity University
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

Experiential learning

- Learning through action
- Learning by discovering
- Learning through experience
- Learning through discovery
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

Continuous Assessment

Pair Working

Management Groups

Self Critical Diary

Training Day and Coaching → Event Plan → The Event → Group Presentation
The Events
Findings (interviews)

Interviews

- Personal skills development
- Group and team working
Findings (on-line survey)

- I found the Training day helpful
- I found working in a team was effective
- I developed many different event skills
- The Web Based resources were very useful
- I now feel confident in running an event
- I made good use of the Resource Book
- The Web Based Discussion Forum was useful
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
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
Dr David Lamb
Senior Lecturer in Sport, Recreation and Events Management
d.lamb@ecu.edu.au

Further information (see- journal article)