

Disrupting Traditional Pedagogy: Integrating Curriculum in Tourism Studies



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Integrated Curriculum Design Literature

- Holistic way of learning and teaching,
- Reflects real world
- Interactive for students (Shoemaker, 1989).

- Enhances intellectual curiosity & enhanced problem solving skills.
- “Conducive for 21st century learners” (Anderson, 2012).

- Starts with interconnecting assignments between two classes (Powell, 2014).





7 Wonders Challenge UX

- Our primary form of integration: an experiential exercise
- The first year students tracked their UX
- Fourth year students analyzed data & designed critical interventions
- Opportunities to communicate
- Interactions culminated into a final presentation to industry



Integrated Curriculum Design

REC 601 Theoretical & Methodological Issues,
REC 685 The Structure of Tourism

REC 280 Introduction to Tourism (350)	REC 480 Advanced Seminar in Tourism, Wellbeing & Community (22)
<u>STEP 1 WEEK 4: User Experience Review (15%)</u>	<u>STEP 1 WEEK 4-5: Collate & Review User Experience Data</u> ----- <u>WEEK 6: Develop Mind Map & Present to Class (15%)</u>
<u>STEP 2 WEEK 7: Discussion Board (8%)</u>	<u>STEP 2 WEEK 7: Check back with your user (10%) - critical dialogue</u>
<u>STEP 4 WEEK 12: Design Adjudication (5%)</u>	<u>STEP 4 WEEK 12: Presentation of Critical Interventions to the users & industry panel (25%)</u>



Methodology

- Data: student reflections, peer evaluations, course evaluations, TA/industry/instructor interviews.
- Thematic Analysis -identifying recurring patterns (categories/themes) (Merriam, 2002).
- Data comparison for commonalities & contradictions
 - multi-step process of coding and recoding (Schwandt, 2001).

Results - Student Response

“It is amazing that we are actually creating something to improve this community. I am so glad that [Nicole] loves our ideas and appreciated all the work that we have done” (Jen, REC 480).

“I feel we could have improved our communication with the designers by having more than one person in our group communicate with them instead of letting one person make all of the posts” (Mike, REC 280).



Results - TA's Response

“I think the 480 (final year) students learned a lot about interacting both with the 280 (first year) students and with the actual industry [...] I think giving them so much power and letting them approach things in their own way and in a more active and more practical hands on matter is a good thing for students” (Mitch, TA)

Results Industry Response

- *“Please pass on my appreciation for a thoughtful and articulate presentation. I was glad to share a little bit of feedback with them afterwards. **It is wonderful to hear things from a students’ perspective** and I am sure some of the **ideas will morph into implementation** sooner than later” (Nicole, Industry Representative).*

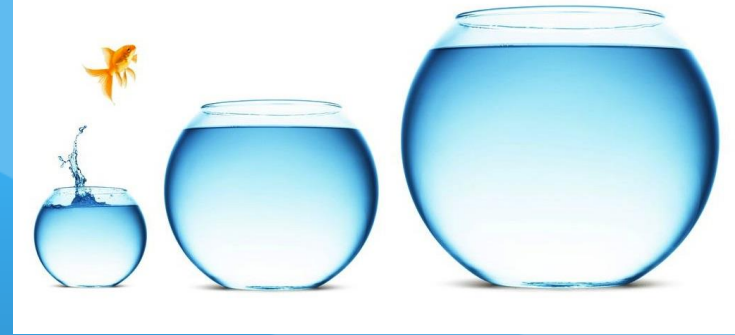
Challenges

- Inaccuracies?
- Some attractions required more work & were thus easier?
- Frustration among in communication among cohorts.
 - result of having two very different sized classes



Moving forward

- Continue engagement piece with industry
- *Intentionally* consider integration points
- Additional ways in which to empower 280 students
 - Choice in assessments? Should 280 determine their own critical interventions?
- Consider integrating similar sized classes -within programs, across programs and potentially Departments in AHS.



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Questions?

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