

# MOBILITY AS THE TEACHER: EXPERIENCE BASED LEARNING



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# Overview

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- **Context to Diploma Tourism**
- **WAI book title 2018**
- **2017 WAI book chapter**
- **Literature says....**
- **Video EBL NZ**
- **Aims of research**
- **Method**
- **Sample student responses**
- **Results & recommendations**
- **Conclusion**

# Literature Review

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- Kolb's (1984) Experiential Based Learning (EBL) theory.
- EBL practices encourages immersion outside the classroom  
**“Challenging students prevailing world view”**(Montrose, 2002)
- Furthermore Fuller, Edmondson, France, Higgitt and Ratinen (Arcodia & Dickson, 2013: 147), propose that **‘students perceive field work as beneficial to their learning .....**
- According to Ryan and Twibell (2000) **the integration of travel into education encourages .....**

# Video NZ

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- 2015 and 2016 10 Students went to NZ for 12 days to experience a range of sustainable tourism experiences
- Snap shot from video 1.48 to 6.02
- <https://www.youtube.com/watch?v=EBWmDTyIqu0>

# Aims of research

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- EBL encourages **student directed learning**.
- Practices such as short study tours abroad have been linked to ....
- The narratives presented in this presentation is based on a study **tour to engage in sustainable tourism in New Zealand**.
- The focus of the research is?

# Method

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- **Literature review**
- **Post tour survey data**
- The survey revealed that the **intended outcomes** from the experiential learning from the SSTA gave students ?

# Sample student responses

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## Awareness of sustainability

Student one observed ***“I really enjoyed visiting the recycling plant in Kaikoura .They used the triple bottom line to recycle almost everything and involve the community to find incredible ways to repurpose it”***.

- Student four enjoyed participating in a range of sustainable eco tours. ***“Being able to participate in tours and talk to business owners further helped me gain insight into sustainable tourism”***.

# Results

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- The importance of the EBL
- This immersion outside the classroom.
- What is needed is a more guided approach to extract meaning from the experiences of the SSTA.
- These SSTAs need the **structure of pre, during, and post phases of the tours**



# Recommendations

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**Connections with course content are established in each phase**

**a) Pre- phase**

**b) During phase**

**c) Post- phase**

# Conclusions

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- The research will benefit VET teachers taking students on SSTA abroad through **design** in pre ,during and post phases of tour
- Benefit the students **enhancing** their learning experience.
- The research highlights **the benefits of experiential learning and value adding to classroom approaches.**

# References

Arcodia, C., & Dickson, C. (2013). Tourism field studies: Experiencing the Carnival of Venice. *Journal of Hospitality & Tourism Education*, 25(3), 146-155. (2013).

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Montrose, L. (2002). International study and experiential learning: The academic context. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 8(2), 1-15.

Ryan, M.E., & Twibell, R.S. (2000). Concerns, values, stress, coping, health and educational outcomes of college students who studied abroad. *International Journal of Intercultural Relations*, 24(4), 409-435.