Learning, Teaching & Assessment SHOWCASE

TU DUBLIN
OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
TECHNOLOGICAL UNIVERSITY DUBLIN

4 QUALITY EDUCATION

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Co-creation and Immersiveness

Field Study as an Engagement Tool

Catherine Gorman

School of Tourism and Hospitality Management

catherine.gorman@tudublin.ie

Cork

Malta

The Burren

Galway

Edinburgh

Budapest

Barcelona

Belfast

Field Study

Context

- Tourism a complex tertiary industry comprising social, economic and physical components and linked to the discipline of geography

- **Over night fieldtrips** and day site visits : a critical teaching tool for a number of disciplines such Geography, Science, Engineering

- Use of AR/VR for Field Study (Jennifer Stewart)/ module developed with Louise Bellew

- Benefit to student: A fieldtrip is an action based exercise that employs the four learning styles (visual, auditory, read/write, and kinaesthetic) to develop experiential and authentic assessment which foster deeper learning and use of the 5 senses.

- Benefit to facilitator/lecturer/school/TU Dublin: connecting with industry, place and process

Stages of the fieldtrip module

1. Preparation

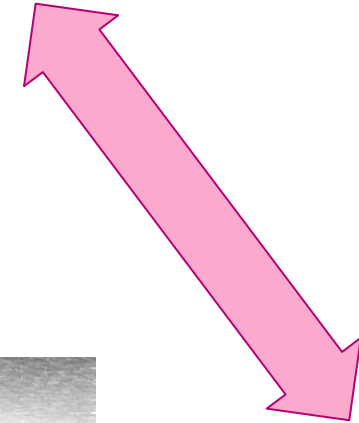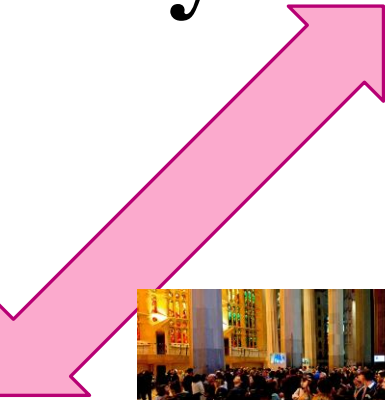2. Execution and delivery

3. Evaluation and closure

Core constructs

- Learning Environment/Process: Structure, context and requirements

- Education: depth, breadth and application of theory to practise

- Social: class dynamic, self-awareness, teamwork, intrinsic and extrinsic motivations to engage

Constructs of Field Study

Learning Environment and process

Importance of planning collaboratively(CC)

Based on student interests (I)

Reflective practise (group and individual) (I)

Importance of feedback

Education

LO applied to experience

Co-creation of assessment criteria

Authentic assessment

Importance of evaluation and feedback as part of a continuous action loop

Link in with university to get local and cultural insight

Social

Sense of belonging (use of share drive, Whatspp group, building itinerary together(CC))

Sense of anticipation (I)

All responsibilities meant they had to communicate with each other and find out, listen (I)

Building in ' episodes of fun', 'downtime

Student Feedback

'Really enjoyed how students directed the learning'

'Liked the way we applied the theory' 'Learnt loads'

'Very engaging and interactive'

'Enriching' 'Enlightening' 'Fun'

'Varying degrees of participation by some classmates'

'Would liked to have more structure at the outset'

'Closer as a group' 'Bonding' 'Getting to know the class'

83% very satisfied with educational contribution

Co-creation
- Sense of autonomy
- Empowerment
- Confidence
- The art of compromise

Immersion
- Through responsibility
- Resilience
- Active participation

Engagement
- through learning environment
- through education
- through socialisation

Many Thanks. Thankyou for listening. CEJG