

The 2010 Annual International Society of Travel and Tourism Educators Conference

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Using Industry Classrooms for Integrated Learning and Student Engagement In Tourism and Hospitality Education and Curriculum

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- This roundtable will highlight the benefits of utilizing tourism/hospitality venues as well as professionals in the learning environment. Students are required to draw on their knowledge and skills when placed in a professional setting so as to integrate their learning experiences to cater for their individual learning style preference.
- Industry classrooms can be used as integral elements to bridge the gap between contemporary educational needs and industry demands. Nonetheless, it seems that technical and/or methodological issues relevant to tourism and hospitality education have been casually overlooked with limited institutional policies in place.
- How do educators become more aware of potential opportunities for using such classrooms? How do we develop instructional strategies to maximize these facilities? How do we incorporate industry classrooms with tourism and hospitality curriculum to enhance integrated learning and student engagement?
- This roundtable session presents various examples drawn from current tourism/hospitality courses to showcase different utility of industry classrooms across curricular. This will provide tourism and hospitality educators with a platform to generate consensus on application strategies to reinforce integrated learning environment

Dr. Heidi Sung, St. John's University and I have taught several courses in which we have attempted to encompass more learning integration and enhance student engagement. I can share some of those activities today.

Before we do that it might be helpful to define some terms.

Learning Styles

- *Learning Style (LS)* is the way in which students begin to concentrate on, process, internalize, and remember new and difficult academic information (Dunn & Dunn, 1993, Dunn & Griggs, 2000).
- *Learning-Style Model* denotes the Dunn and Dunn Learning-Style Model (1993) composed of 21 elements that distinguish among the ways in which individuals are affected by their (a) work/study environment (sound, light, temperature, seating design); (b) emotionality (motivation, persistence, responsibility, conformity versus nonconformity, structure); (c) sociological preferences (learning alone, in pairs, in small groups, part of a team, with an authoritative or collegial adult, variety); (d) physiological determinants (perceptual strengths, time-of-day energy levels, intake, or

- mobility); and (e) psychological tendencies (global/analytic, hemisphericity, impulsive/reflective).
- *Traditional Teaching Instruction* refers to methods that essentially incorporate lecture, discussion, and visual resources (Drew, Dunn, Quinn, Sinatra, & Spiridakis, 1994-5).
 - *Analytic learners* are individuals who learn more easily when information is presented in a step-by step, cumulative, sequential pattern that builds an understanding. Analytics are individuals that learn with at least three of the following five characteristics: in a quiet; and formal design; and/or with bright light; intake; and persistence (Dunn, Cavanaugh, Eberle & Zenhausern, 1982).
 - *Global learners* are individuals who learn more easily when they understand the concept first and then concentrate on the details, or are introduced to the information with a story that includes examples, illustrations, and graphics. Global learners are individuals that prefer to learn with at least three of the following five characteristics: sound, dim light, intake, an informal design, and periodic breaks (Dunn, Cavanaugh, et al., 1982).
 - **Integrative learning**
Integrative learning comes in many varieties: connecting skills and knowledge from multiple sources and experiences; applying theory to practice in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually. Significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives.

Benefits of Integrative Learning , as we see in the attached statement from *The Association of American Colleges and Universities, and the Carnegie Foundation for the Advancement of Teaching*

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges of higher education.

Course Discussion - Integrated learning elements

A) International Cuisines

- * Ethnic restaurants (4-5 a semester)
- * Owners/operators
- * Chefs
- * Restaurant selection
- * On-site tours
- * Developing a wine list/menu
- * Reflection paper (per trip)
- * Ethnic cuisine group project

B) Travel, Tourism & Hospitality Marketing

- * County Food Tasting at Citi Field
- * Tourism Marketing Director

Social interaction with

- * Restaurant exhibitors
- * Media firms
- * Reflection paper
- * Oral presentation

C) Wine Appreciation & Management

- * Vineyard/Winery
- * Wine dinner venue(s)
- * Tourism Marketing Director
- * Winemaker
- * Sommeliers

- * Wine importer(s)
- * Wine distributor(s)
- * F&B director(s)
- * Store owner(s)
- * Wine/food server(s)
- * Wine tasting
- * Site selection
- * On-site tours
- * Modifying menus
- * Reflection paper (per trip)
- * Speaker survey (shared with the speaker)
- * A wine list and/or menu

D) Cruise Operations Management

- * A week-long cruise
- * A cruise ship site inspection

Land-based

- * CLIA trainers
- * Travel agencies
- * Cruise BDM

Onboard (cruise)

- * Hotel director
- * F&B director

- * Cruise director
- * Chief engineer
- * Environmental officer
- * CLIA seminar
- * Cruise itinerary selection
- * On-site tours
- * On-board seminars
- * Field trip journal
- * Reflection paper
- * Speaker survey
- * An itinerary proposal