

MONASH University

Tourism Research Unit



# Location Based Learning

A Context for Student Centred Learning

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# Introduction

- Tourism learning and education environment
  - Learning theories
- Learning environment
- Location based learning
  - Differences
  - Incorporating student centred learning
- Location based learning praxis
- Considerations for location based learning

# Tourism Learning Environment

- Student centred learning
  - Foundational changes in the tertiary learning environment
- Considering students' approaches to learning and processes of learning
  - Progression through a taxonomy of learning
    - Knowledge construction still required
  - Experienced learners require more to constructively engage with the content

# Situated Learning (Lave & Wenger, 1991)

- Knowledge needs to be presented in an authentic context
  - Specifically, settings and applications that would normally involve that knowledge
- Learning requires social interaction and collaboration

# Adult Learning (Cross, 1981)

- Adult learning programmes should capitalise on the experience of participants
- Adult learning programmes should adapt to the aging limitations of participants
- Adults should be challenged to move to increasingly advanced stages of personal development
- Adults should have as much choice as possible in the availability and organisation of learning programmes

# Andragogy (Knowles, 1984)

- Adults need to be involved in the planning and evaluation of their instruction
- Experience (including mistakes) provides the basis for learning activities
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life
- Adult learning is problem centred rather than content orientated

# Learning Environment

- Location based learning units have been developed to provide this
  - Similarly
    - Problem based learning
    - Case based learning
    - Scenario based learning
    - Resource based learning
    - (BODIY, FOFO)

# Location Based Learning

- A point on the continuum from classes to internships
  - Enhancing general and specific conceptual knowledge
  - Exemplified and applied with an educational focus
  - Enlighten to issues with conceptual application
  - Apply this knowledge in a specific location
  - In partnership with the location
  - In a controlled and constructive environment

# Location Based Learning Differences

- Between location base learning and fieldtrips
  - A relationship between the student and the location
  - The location identifies the work that is to be completed
  - Application of conceptual knowledge, not just exemplifying
  - Results provided back to the location
- Between location base learning and internships
  - The facilitator creates a non-threatening environment of controlled interaction
  - Location based learning provides for group learning

# Incorporating Student Centred Learning

- Based on student directed discussion
  - Student preparation
    - Provide with readings, exercises, questions and objectives to direct reading and note taking
- Students derive discussion questions from the readings, prior learning and their own experiences
  - Spark other questions and discuss students' learning gaps
  - Identify and clarify interrelationships between concepts and issues
- Apprehensive providing questions for the class
  - Can change very quickly with the creation of a safe learning environment

# Praxis

- Engage with the tourism environment for experiential and authentic learning
- Two main themes implemented throughout units
  - Site visits and meetings with the stakeholders
  - A progressive and applied assessment programme

# The Location

- Tourism stakeholders identified
  - Contact each of the stakeholder groups before the implementation of the unit
  - Each group needs to be receptive of being part of this learning experience for the students
  - The stakeholders get results

# Preparing and Reviewing Meetings

- Student preparation
  - Conceptual and location review
    - Identify questions for stakeholders and used for ‘interview’ note taking
- Meetings held with stakeholders
- Meetings then reviewed
  - In relation to concepts and assignments
    - This reflective practice was also insightful as to student’s interpretations of what was discussed

# Progressive Assessment Programme

- Conceptual foundation and context
- Application/authentic assessment items
- The assessment items can provide an overall report
  - From conceptual foundation to application
  - To appreciate, understand and experience the connections between the concepts and practice
- Provide results to the location
  - Knowledge/community building

# Reporting Back



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# Location Based Learning Considerations

- Enhancing the student's conceptual foundation is the focus
- The location should be close and specifically related to the content of the unit
- There needs to be a great relationship with location partners
- The student interaction with the location occurs in a controlled environment
- The institution needs to support engagement with the community and innovative learning techniques

# Conclusions

- Location based learning provides student centred learning
  - Authentic, applied, experiential and interpretative
- Exemplified concepts and have stakeholders that are willing to be involved
- Engagement was based on two interrelated themes
  - Site visits and meetings with stakeholders
  - Progressive assessment, from conceptual foundation to application
- Location based learning caters for a better learning environment for students