

*Recreation, Parks, & Tourism Administration Department  
February 2015*

*Tier 3-Curriculum, Pedagogy, Space*

**Process**

RPTA faculty and staff met on February 19, 2015 to discuss the Tier 3 considerations for teaching and learning as a component of the Academic Plan for Enrollment. Each question was visually displayed and attendees participated in brainstorming to generate responses to the respective questions. The participants were instructed not to judge input and to allow others to voice their opinions. Responses to each question were recorded on the visual display during the two-hour period.

In addition, on February 27, 2015 the RPTA Advisory Council addressed questions directly related to Tier 3. During a one-hour breakout session small groups recorded their responses on flipcharts. These discussions were later shared with the larger group. These responses are provided in a dark gray color.

**Teaching, Learning, Scholarship**

For the academic programs you expect to offer and the students you expect to serve:

1) What effective approaches to teaching and learning are emerging in your field and related interdisciplinary areas?

The RPTA field has always embraced experiential learning. We view ourselves as uniquely aligned with kinesthetic learning and the Learn by Doing approach. Online classes (synchronous & asynchronous), hybrid classes, flipped classrooms, project-based learning (e.g., industry-supported partnerships), problem-based learning, service learning (e.g., community partnerships), inter-university collaboration, certification programs, international program exchanges, global perspectives, collaborative and team-based learning, peer-based learning and evaluation (with constructivism as a theoretical basis), a consideration of mindfulness, reflection, and metacognition serve as learning outcomes for our discipline and as a catalyst to self-directed learning.

2) How should Learn by Doing incorporate new learning needs, opportunities and technologies (in your field, etc.)?

Learn by Doing should be extended to international education opportunities. We should leverage new and emerging technologies to become a leader in: web-based/online LBD

pedagogy; inclusion and engagement of students of all abilities in Learn by Doing; and open certification programs to international markets for students and professionals.

### **RPTA Advisory Council Input**

We need to catch up in the delivery of online classes. There is the potential to lose a lot of money if action is not taken in this direction. There should be links to international education and increased international links back to campus. There should be more online courses while still incorporating Learn by Doing. There is a need for more business analytics. There should also be an expansion of public/private industry relations to generate donations and for RPTA program support, student placement in internships, and jobs. There can be advantages to leveraging technical knowledge and connecting more with students in technology based disciplines that already exist at Cal Poly. The hospitality industry is infused in technology. There should be synergy with architecture and city and regional planning, yet there is a need to teach technical skills specific to hospitality.

### 3) How does the teacher-scholar model fit (again in your field, etc.)?

As an applied academic discipline, we are uniquely positioned to incorporate the teacher-scholar model. Our academic discipline has always believed that the research process is not complete if it does not feed the learning process, and benefit our community and industry partners.

Service as engaged scholarship will be the centerpiece of academic life, especially in an applied discipline like parks, recreation, and tourism.

## **Learning Environments**

What learning environments should Cal Poly develop or modify to accommodate (1) new modes of teaching and learning, (2) Learn by Doing, and (3) the teacher-scholar model in the future? Please respond in terms of the qualitative characteristics of the facilities and other spaces (including technology) critical to your programs and students:

### 1) Formal, scheduled or organized instruction,

Cal Poly should develop collaborative classrooms available campus wide; consistent, reliable, high speed internet access; more fluid, accessible, dynamic technology; and true multi-media classrooms that result in more intuitive online learning management systems.

### **RPTA Advisory Council Input**

There is tremendous opportunity to incorporate the planned hotel and event center at Cal Poly into unique learning environments. There is a need for additional event facilities and opportunity for RPTA students to be involved with planned winery, brewery, and distillery on campus. Classes should have corporate sponsorships. Students will learn to create and implement budget programs from the start of a program/event. Classrooms should have improved reliable wifi, and warmer more collaborative environments for classrooms.

Students in all careers need to develop an appreciation for outdoor environments.

Students should be given more real world problems to solve. Partnering with software

engineering is an opportunity to solve hospitality problems that can lead to *experience optimization*, integrated information systems, the development of new possibilities and problem solving.

## 2) Informal student learning outside the classroom or laboratory,

Open, inviting learning environments for students, faculty, and staff to collaborate and engage in extracurricular and co-curricular Learn by Doing opportunities are necessary. Consideration should also be given to virtual classrooms and holograms as technology continues to push the limits of formal and informal learning environments.

### **RPTA Advisory Council Input**

Students should be given more empowerment in their learning. They need to be leading and developing initiatives.

## 3) The teacher-scholar model.

A balance between individual and isolated work areas and fluid spaces that facilitate collaborative, Learn by Doing opportunities will provide a sound basis for the teacher-scholar model. More remote networking opportunities are required to improve access to the expertise of professional and other academics in a field of study. The teacher-scholar model will rely on enhanced and more efficient technology to further facilitate local, national, and international telecommuting capabilities. A full understanding faculty and staff need to be fully equipped with the latest technology in order to be a teacher-scholar.

### Tier 3 Considerations Academic Mix

**Academic Mix** (including state-support/self-support funding)

Program mix/college shares (program headcount; FTES including GE and support)

Undergraduate/post-baccalaureate/graduate mix (by college)

CA resident/domestic non-resident/international student mix (by college, by level)

The faculty views RPTA as expanding to 400 in-residence students. There will be an increase in the number of non-resident and international student enrollment. An external online program will be unlimited and the program will offer expanded GE offerings, certification programs, and enhanced interdisciplinary offerings.