



# Taking LTRM into the Field

Transforming experiences through  
off-campus activities and COIL

# Acknowledgement of Traditional Lands

Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families.

It is with gratitude that we learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!





## Colleagues in STHM

- Rebecca Wilson-Mah
  - Adaptation and recovery from COVID in Whistler
  - Role of mentorship in internships
- Moira McDonald
  - Adult transformational learning theory
  - Executive leadership roles of women in hospitality
- Brian White
  - Advice and research to Emily Carr Centre in Colwood
  - Recovery of BC's public gardens after COVID

# Learning Teaching Research Model

## Applied & Authentic

- Interdisciplinary and transdisciplinary
- Experiential and participatory
- Flexible and individualized
- Outcomes-based
- Openly practiced

## Caring & Community-based

- Inclusive and diverse
- Learning community-based
- Supportive
- Team-based
- Co-creative
- Place and virtual space-based

## Transformational

- Socially innovative
- Respectful of indigenous peoples and traditions
- Impactful
- Reflective

# Choose an Experience



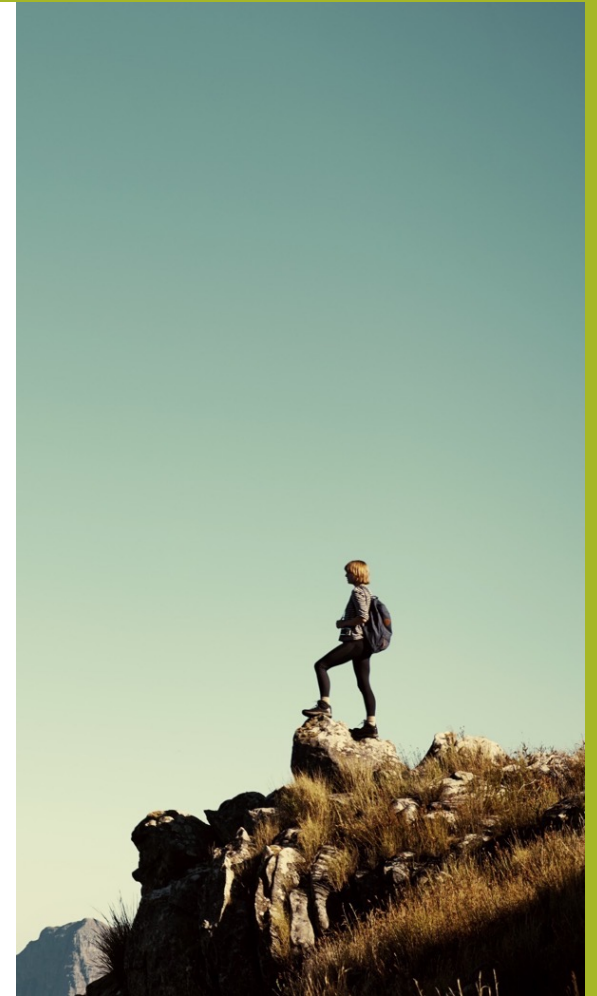
Applied &  
Authentic



Caring &  
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Transformational



# Collaborative Online International Learning (COIL) Opportunities

- COIL is a (relatively) new teaching and learning paradigm that promotes the development of intercultural competence across shared multicultural learning environments



- The most common form of COIL
  - **A module within a course**
  - Duration: a few weeks
  - **Project-based**
  - In the end, students from different countries share project/assignment outcomes
  - **Co-developed and co-facilitated by two instructors** from different countries
  - Synchronous or asynchronous or a combination

Harry Nakayama

# COIL and the BAGTM Students

- Collaboration between Royal Roads University and ITESO University in Guadalajara, Mexico
- Two “levels” of collaboration
  1. **Product Development** course – students work on international teams to create a product/service
  2. **Capstone/PAP course** – students work on destination development field projects based in Mexico



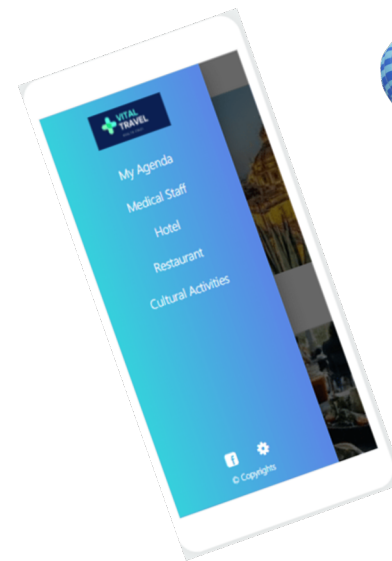
ITESO, Universidad  
Jesuita de Guadalajara



Royal Roads  
UNIVERSITY

# Product Development COIL

- Students design, test and develop an implementation strategy for new tourism product or service
- Develop a paper
- Conduct joint, synchronous presentation
- Approximately 6 weeks from start to finish for 2 assignments



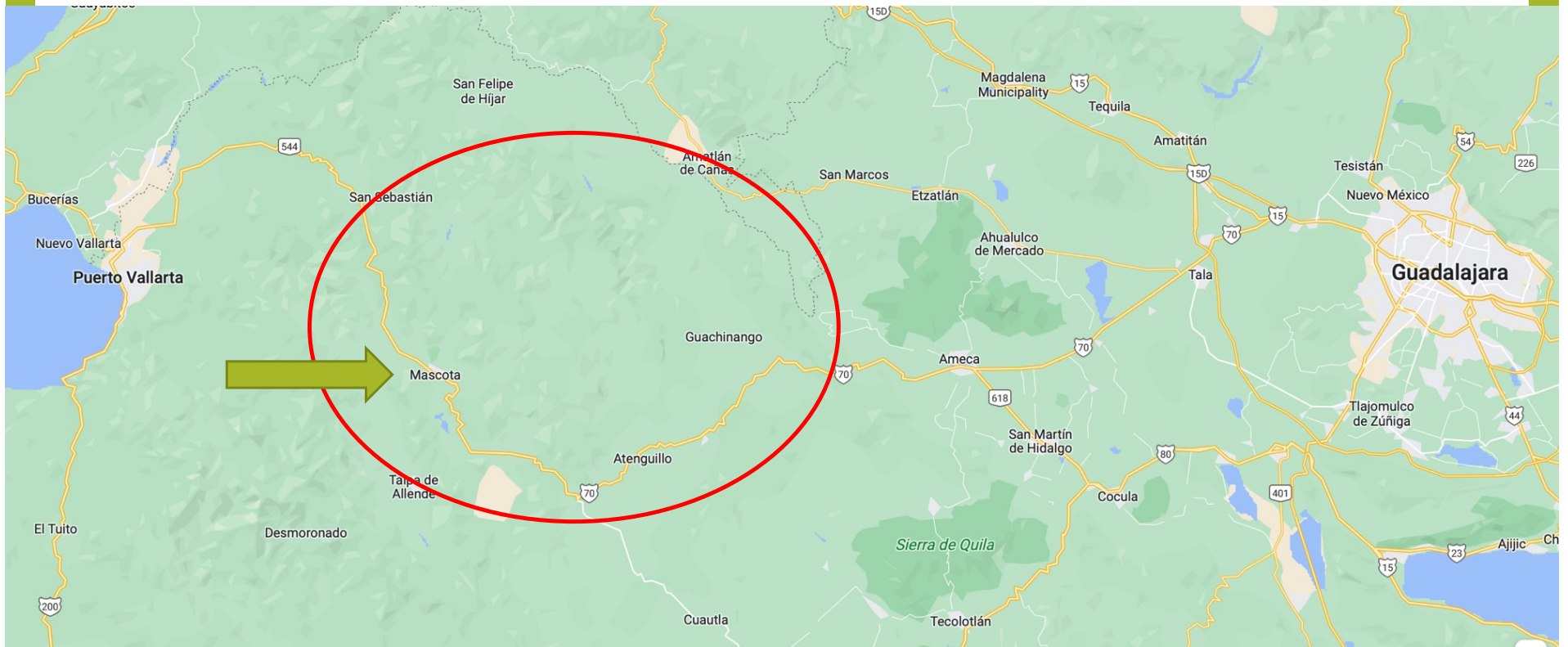


# Capstone/PAP COIL

- Destination development field project
  - Themed on Raicilla beverage
  - Very early stage in development process
- Working indirectly/directly with several communities in Mascota region of the state of Jalisco, Mexico
- Students develop:
  - Research paper
  - Joint synchronous presentation
- Planning for 5-10 years (maybe more)
  - Each group building on previous work



# Mascota region, Jalisco, Mexico







# RAICILLA

◆ Es una bebida producida con cinco variedades de agave.

◆ Se sabe que se elabora desde el año 1600.

◆ Hay cuatro tipos: blanco, joven, reposado y añejado.

◆ Tiene un grado de alcohol entre 35% y 45% Vol.

◆ 16 municipios de Jalisco y uno de Nayarit comprenden el territorio de denominación de origen.

◆ En junio de 2019 obtuvo la denominación de origen.

◆ Al principio era utilizada como remedio medicinal.

◆ En general es dulce, dependiendo del lugar de producción tiene sabor cítrico o a pimienta, mineral y fruta tropical.

**GOURMET DE MÉXICO**













## Lessons Learned (and still learning)

- Choose the “right” dance partner
  - Need to work closely
- Choose the “right” course
  - Need similar learning outcomes
- Choose the “right” assignment
  - Need to consider culture transfer
- Assigning teams is not enough
  - New process for everyone
  - Likely need more initial guidance
  - Consider added cultural events
- Consider the time zone impacts
  - Don’t forget different time changes
- Plan for a long collaboration
  - Likely a 5-10 year commitment
  - Need time to sort out details
- Be flexible
  - Not everything will work out
  - Likely need to adapt “on the fly”
- Focus on the big picture
  - Consider the broad-scale impacts

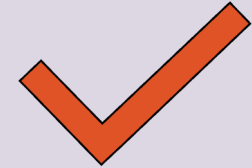
Has it been worth it so far?

**Absolutely!!**

# Learning Teaching Research Model

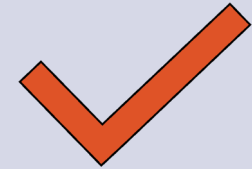
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Thank You

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# Generating Discussion

- How can COIL activities help students challenge their assumptions about different cultures, and develop empathy and critical reflectivity?
- One of the biggest challenges identified with COIL activities is the communication within teams. What are some ideas to build and maintain those lines of contact?
- What are some potential pitfalls and/or barriers to implementing COIL activities in your programs?
- How can you get the students engaged beyond “just another research project”?