

Promising practice – RRI in curricula

Students learning about responsible research and innovation – through learning and research with civil society organisations

Name of university: Dublin Institute of Technology

Name of lecturer: Dr. Catherine Gorman

Academic department: School of Hospitality Management and Tourism

Course title: Module TFTR1004 “Heritage, Culture and Tourism”

Course description:

The module is delivered as a core to first year level 7 and 8 Tourism students and as an option to Event Management students. It focuses on developing student observation, awareness and understanding of heritage and culture and contribution to tourism. A wide range of elements are considered such as Geology, Ecclesiastic, Architecture and Living Culture (present day culture) together with issues related to each area.

A number of students taking the Heritage, Culture and Tourism module worked with St. Michaels Youth Project in Inchicore for their assignment, as both the Youth Project and the students were interested in exploring the tourism potential of the local lived experience. Together they explored the importance of belonging to the community and the culture (food, entertainment, past times, life and likes). Both heritage and cultural tourism combine the tangible and intangible in creative tourism with the community at the core of the tourist experience. In tourism, the ordinary for the host community becomes the extraordinary for the tourist.... and through this assignment students and community members were asked to bring this together in a manner that would enhance the visitor experience.

The assignment focused on the theme of Youth Culture. In collaboration with the local students involved in the Youth project, students explored aspects of youth culture with the view to its input into tourism and hospitality provision in the area of Kilmainham and Inchicore.

The assignment took the following format:

- Visit to St. Michaels youth project and meet with the younger people
- Together identify an approach (explore ideas, themes, etc) to the project including limitations and solutions
- Undertake the relevant research (through meeting, talking, reading etc)
- Submit a visual (poster display/Powerpoint display/video) by the requested date
- Submit a reflective report based on their own class input by the requested date

DIT staff and students have been working with St Michael’s Youth Project staff and young people for many years, and the two main link staff, Breda Murphy and Carol

Byrne, have been awarded DIT President's Community Fellowships. DIT has collaborated on research (usually applied research) with staff and young people in St Michael's Youth Project in many disciplines, from tourism to computing to nutrition to interior design.

Learning outcomes of this course:

(These are being changed to reflect a more globalised view of heritage and culture)

1. Students have developed a *specialised knowledge* of heritage and culture in an Irish context.
2. *Exhibit an understanding* how Irish heritage and culture have evolved.
3. Be able to *demonstrate specialised and technical skills* in undertaking a heritage audit.
4. Through *fieldwork, develop skills of observation, perception* and thus develop a deeper understanding and appreciation of heritage, culture and tourism
5. Be able to work *alone* and contribute as part of a *group*.
6. Have developed a capacity for *self-directed* learning.
7. Appreciate the relationship between Irish heritage, culture and tourism.

How student's learning is assessed:

Three components

1. Class attendance (10% across all first year cohorts)
2. Assessment:
 - a. video/poster illustrating the engagement/input from the community (this is based on the theme of living culture)
 - b. a descriptive report
 - c. a reflective report
3. Exam – which will include a question on the assignment process/ benefits to community/ reflective question

RRI keys integrated in the course (ethics, governance, public engagement, science education, gender and open access):

- Public engagement/ societal engagement
- Open access (in some cases though this needs more work in relation to ownership)
- Gender and diversity and intergenerational engagement
- Ethics – more could be done explicitly on this
- Governance – making a difference and liaison with public bodies who are stakeholders
- Sustainability – especially socio-cultural sustainability

RRI process requirements integrated in the course (anticipation, reflexivity, inclusion, mutual responsiveness, diversity, meaningful openness, adaptive change):

- Anticipation – through planning, highlighting previous year’s work (positive and negative)
- Reflexivity – through the use of discussion and reflective reports
- Inclusion – students, community, sometimes public bodies, sometimes private companies. Core is the student and the community though, operating within a holistic environment
- Responsiveness – feedback is important and apart from reviewing work continuously, a session is organised for feedback to the community.

How students learn about dimensions of RRI through this course:

Anticipation: students need to develop a protocol (plan) and questions relating to the engagement process prior to meeting with the partner. Students are shown previous year’s work (maybe poster or video)

Reflexivity: students, using a series of guideline questions, must provide a reflective report. This is a three stage evaluative process (expected, interim and post-completion)

Inclusion: this work is undertaken in groups and with increasing multi-diversity, negotiation is usually required to reach consensus. Engaging with younger people provides intergenerational respect and patience (tolerance)

Responsiveness: the importance of feedback, both continuous and final, is highlighted early on. Developing a channel of communication is encouraged.

How students learn with civil society organisations (CSOs) through this course:

See above for overview. The students engage with them through a variety of communication modes including focus groups, informal meetings and email.

Impact of this engagement:

This project was more about social impact than traditional research outputs, although the students did produce a visual summary of their research findings (video/powerpoint). The impact on the DIT students was to enhance their learning and increase their awareness of the importance of local experiences and the local community in tourism. The impact on the participants in St Michael’s Youth Project was to increase their sense of pride in their local area (as they explored its tourism potential with the students), increase their confidence (as their knowledge was sought and valued by the DIT students) and break down potential barriers in their thinking about Higher Education (through interaction with the DIT students).

For more information please contact:

Catherine.gorman@dit.ie – coordinator of module

Catherine.bates@dit.ie – coordinator of EnRRICH project in DIT

breda@smpyp.org or carol@smpyp.org – community partners on module

APPENDIX 1 – Module description for students.



January- May 2016

Heritage, Culture and Tourism



TFTR1004

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January 2016

Subject: Heritage, Culture and Tourism

Code: TFTR1004

Lecturer: Catherine Gorman

Lecture Schedule: (topics rather than weeks)

	Subject
1	Introduction to Heritage and Culture in a tourism setting Characteristics of each area – use of case studies/examples Project allocation
2	The physical environment
3	Flora and Fauna
4	Archaeology and the influence of Man /Early Christian Period
5	Medieval Urban Settlement and landscape
6	18 th /19 th C Landscapes and architecture
7	Georgian Dublin/towns and villages
8	Industrial Archaeology/Genealogy/Irish Language
9	Music/dance/art/literature
10	Poster presentations and submission of assignment
11	New forms of cultural tourism and issues
12	Review

Readings

Aalen, F., Whelan, K. and Stout, M. (2011) Atlas of the Irish Rural Landscape. Second Ed. Cork University Press, Cork
 Failte Ireland (2010) [http://www.failteireland.ie/Word files/PUBLICATIONS-NEW-BUILD/Historic-Towns-Web-copy](http://www.failteireland.ie/Word_files/PUBLICATIONS-NEW-BUILD/Historic-Towns-Web-copy) plus a variety of others
 Harris, Nathaniel (1988) Heritage of Ireland, Hamlyn, London
 Harbison, Peter (1992) Guide to the National Monuments of Ireland, Gill and Macmillan
 McMahon, Mary, Medieval Church Sites of North Dublin: A Heritage Trail
 Old Dublin Society journals
 Mitchell, F. Ryan, R. (1998) Reading the Irish Landscape, Townhouse
 Mulvihill, M (2002) Ingenious Ireland. Pub Townhouse, Dublin
 Timothy, Dallen (2011) Culture, Heritage and Tourism Pub. Channel View Publications

Other readings/information/links will be allocated in class throughout the course.

Assessment

Examination	50%
Assessment	40%
Attendance	10%

Assignment

1. Form a group of four
2. Using the theme allocated to your group, choose sites/events related to the allocated theme and culture /heritage within the delineated area.
3. As a group you will research and develop
 - a. Video or Poster display (specifications and examples given in Class 1)
 - b. A report *(word count 1500-2000) detailing the sites, justifying their inclusion and considering the following
 - Market demand, interest and viability
 - Conservation/protection, interpretation and management
 - Cultural/heritage value of chosen product
 - c. A group reflective report on the process (see * below). All students, regardless of theme to do this.

Specific attention should be given to those sites/events/people that are new to tourism and their potential to attract visitors.

* You are requested as a group to undertake a reflective report, before, during and after the assignment (see attached questions). This should be submitted in point format with the report (see c above) and should be no longer than two A4 pages.

The reflective report also requires that you outline the time you each spent working on the project

Modus Operandi - time each week will be dedicated to going through the assignment

Week 1/2

- Samples of posters displayed to class
- Themes allocated
- Decision as to general approach (by consensus), who is this for, why do this, what is required, what sources/resources will be required, from whom or where will you source these
- To do: identify and benchmark/ other heritage trails/clusters / historic urban centres/events/places relating to your theme in Ireland/elsewhere

Examples of trails

www.inhp.com/wp-content/uploads/2013/07/heritage-trail-brochure-final.pdf

www.heritagetrails.ie/ - a selection of trails

www.laois.ie/YourCouncil/Publications/Heritage

www.tcd.ie/visitors/sciencesafari/

Heritage Trail: A Signposted Walking Tour of Dublin by Pat Liddy
www.dublincivictrust.ie

Weeks 2-5

Visit area allocated to familiarise yourself with what is in the area

Week 4-8

Research and work on project

Week 10

Submit reflective report, descriptive report and poster display or video (short informal presentation/key points). Feedback session to community partners if being undertaken (Living Culture theme)

This assessment carries 40% of the total marks for the subject.

Marking will be broken down as follows:

	%
Layout	20
Choice and viability	10
Content	40
Research	20
Overall	10

Other site visits will take place during the course on which feedback to the class and an evaluation of your visit is expected. Your attendance on these trips will also go towards the module attendance mark.

Reflective Report

Guide Questions

<p>Prior to undertaking the Assignment</p> <ul style="list-style-type: none"> • What do we expect to learn from this assignment? • What are the expected needs of, and benefits to the local community? • What are the expected needs of, and benefits to the visitors? • What problems do we anticipate we will encounter (list)? • How might we overcome these problems? • Outline a simple draft of your approach to the project
<p>During the Assignment</p> <ul style="list-style-type: none"> • What are the expectations of the community/suppliers in relation to the project? • Can these be met? • Have we visited the areas since and what did we find? • Any problems/ and solutions to these problems? • How is the assignment? • Have we read/ researched the area sufficiently? • Any problems with group interaction/teamwork?
<p>After Completion of the Assignment</p> <ul style="list-style-type: none"> • Did we achieve our objectives in terms of the assignment? • Is the outcome what we expected? • Who benefits from the outcomes of the project (community/destination) • What did we learn? • What would we do differently?

Assignment Topics

TFMK1004

Themes

Links will be given out on each of these themes as they are covered during the module.

Living Heritage and Culture will be facilitated through community engagement.

Topic	Names
A. Natural history - geology, flora, fauna	
B. Medieval Sites/ Vikings/Normans	
C. Transport (all forms, all eras considered)	
D. Ecclesiastical sites (churches, graveyards, crosses, holy sites)	
E. Industrial Archaeology (mills, old factory sites, places of work)	
F. Military History (this year c. 1916)	
G. What is in a Name? (where do the street, district names come from and what do they mean?)	

H. Living History and Culture (working and engaging with Communities)	
I. Architecture (medieval to modern - you choose)	
J. The Arts (visual, performance, poetry, writers)	
K. Food and Drink (choose a theme - can be Irish or global)	

APPENDIX 2 – Application form for students.

An Opportunity to undertake your Assignment for TFTR1004 Heritage Culture and Tourism in conjunction with St. Michaels Youth Project Inchicore and Students Learning With Communities (SLWC)

Community: St. Michaels Youth Project, Inchicore, Dublin 8

A number of students will get the opportunity to work with St. Michaels Youth Project in Inchicore for their assignment work. You will be working with some of the younger people in the community through the St. Michaels Youth Project. If you are successful, together you will discover the importance of belonging to the community and the culture (food, entertainment, past times, life and likes). Both heritage and cultural tourism combine the tangible and intangible in creative tourism with the community at the core of the tourist experience. In tourism, the ordinary for the host community becomes the extraordinary for the tourist.... and through this assignment you will bring this together in a manner that will enhance the visitor experience.

The assignment will focus on the following theme: Youth Culture

In conjunction with the local students involved in the Youth project, explore the aspects of youth culture with the view to its input into tourism and hospitality provision in the area of Kilmainham and Inchicore

The assignment will take a format as follows:

- Visit to St. Michaels youth project and meet with the younger people
- Together identify an approach (explore ideas, themes, etc) to the project including limitations and solutions
- Undertake the relevant research (through meeting, talking, reading etc)
- Submit a visual (poster display/Powerpoint display/video) by the requested date
- Submit a reflective report (as per questions on outline document) based on your own class input by the requested date

To be undertaken in groups of 4

The group that demonstrates the best engagement with the community will be nominated for a SLWC award with presentations taking place in April/May 2014. In order to apply to participate in this initiative, you (as a group) are required to undertake a two page considering the following questions. This completed application should be emailed to me at catherine.gorman@dit.ie no later than Wednesday 5th February 12.00 noon. The applications will be forwarded on to Carol and Breda at the St Michaels Youth Project who will have an input into the selection process and the successful groups will be contacted by email by the following Monday

Application Form

TFTR1004

Assignment in conjunction with St. Michaels Youth Project and SLWC-DIT 2014

Names and contact email	Course and Year
1. 2. 3. 4.	
Why are you interested in youth culture?	
Why would you like to work with a community partner on this project?	
A community partner will dedicate a lot of time to work with you on this project. So that we can understand how you might return that commitment, can you as a group give an example of when you previously demonstrated commitment?	

Name three strengths/skills that you as a group would bring to this project?	1. 2. 3.
What three limitations are you as a group bringing to this project, and how could you work on them as part of the project?	1. 2. 3.
Can you suggest an draft outline plan of action	

Please email to catherine.gorman@dit.ie by Wednesday 5th February 12 noon.