E-Competency: Integrating Information, Communication, and Technology (ICT) within the Hospitality, Tourism and Recreation Curriculum

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Year one of this award has been interesting. We have had several challenges with regards to financial issues. In the future, we recommend a budget line item to pay for foundation costs (to a stated maximum based on the call for proposals). Due to fiscal year budget issues, the award agreement did not arrive until mid-October 2006. The cheque was received by the Library several weeks later. SDSU IRB encouraged project activities not to occur until award agreement received. Due to regulations, it appeared we were unable to pay Librarians Jackson and Hall the stipend as submitted in the grant proposal. Per Paul Adalian, Chair of the Awards Committee, we were able to modify the budget and pay Sasidharan the full $3000 for additional coordination responsibilities and data analysis. We failed in the attempts to pay Sasidharan in May 2007 and then June 2007 due to complications. A new process will be investigated by the Library in late summer, 2007 to pay Sasidharan, in conjunction with his College. Foundation support would likely have caused fewer problems.

Additional activities include:

- HTM Chairs presentation (information literacy, library resources tailored to department, project overview) - 7/18/06 10-11:30am
- HTM Faculty presentation (information literacy, library resources tailored to department, project overview) – 8/21/06 11-11:45am
- IRB application, Fall 2006/Spring 2007
- Student Learning Outcomes Workshop, RTM Faculty, Brock Allen, Director of CTL, 3/17/07 2-4pm
- E-Portfolio Workshop, RTM Faculty, 6/22/07 3-4:30pm

- Library classrooms (LA76 and LA78) prepared and certified for iSkills, 08/06 and 07/07
- Refocused class selection for iSkills testing in 08 and 09/07. Difficulty arranging iSkills testing dates plus waiting for award agreement
- Exploration of certification options began in Fall/06 and Spring/07
- Development of proctor materials in Spring and Summer 2007
- Periodic meetings with individual HTM faculty Spring and Summer 2007 re. library resources, RefWorks, WebQuests, gaming options, etc.
- iSkills testing finally began. Difficulties in accessing test from ETS. Two rounds of testing had to be postponed. ETS problems rectified and testing began in Summer 07. This will continue throughout 2007/08.

The timing of this award coincided with several seemingly whirlwind changes occurring within the School of Recreation Parks and Tourism and the Hospitality and Tourism Management Program at SDSU. Reorganization and restructuring resulted in the School of Hospitality and Tourism Management which consists of the Recreation and Tourism Management (RTM) Program and the Hospitality Management (HM) Program. Complete new curricular planning occurred in 2006/07, with information literacy/competency being adopted in principal.
The program-level competencies and student learning outcomes were identified and mapped generally to courses. These are provided at the end of this report. Scaffolding the specifics still needs to occur. New curricular and course planning documents were submitted in Spring 2007 for both HM and RTM.

The RTM faculty, as a department, were pICT fellows (People, Information and Communication Technology) in Summer and Fall 2007. In fact this fellowship will continue for two years. Furthermore, two RTM faculty received fellowships to incorporate universal design into their classes for Fall 2007.

Faculty in the School of HTM have agreed to scaffolding competencies across the curriculum (this is still being worked out), encouraging use of Blackboard throughout the department, and setting evaluation and communication standards for lecturers to promote more effective teaching and learning. Due to the incredible speed of these curricular changes, we have to rethink the role of this project. iSkills testing will continue to occur with internship modifications. Perhaps it will be better to focus on supporting lecturers to gain comfort with these technologies and competencies.

**Upcoming activities, planned to date:**

- iSkills testing, 08/07 and Fall 2007 (Spring and Summer 2008 as well)
- School of HTM Instructor Training, 08/07 (discussing technology, LMS, information competency, library and campus support for teaching, SLOs, evaluation and communication standards)
- Presentation of SLO process and curricular modifications, plus some of the technologies, by Dixon and Sasidharan to Recreation Educators, CSU, Monterey, 11/07
- Internship modifications, Fall 2007
- Continue to explore certification options, Fall 2007
- Develop project website
- Familiarize additional librarians to iSkills, Summer and Fall 2007
- RefWorks training, 10/07
- Pay Sasidharan, 08/07
- Identify easiest way to distribute participant stipends. According to library personnel, there are issues with this being state funds. To date, all meetings have been required and we were able to save the stipend incentives until 2007/08 workshops. Customize workshops
1. Human Development

Recreation and tourism services foster social, intellectual, physical and emotional development of children, youth and adults. Through programmed and self-facilitated recreation and tourism, a variety of benefits to individuals and society are achieved. Recreation and tourism experiences are also important as an end in themselves for personal enjoyment. Participation in recreation and tourism improves physical and emotional health.

   a. Explain the role of leisure in meeting physical, psychological, and sociological needs of the individual and community (Primary 304; Secondary 305)

   b. Apply the knowledge of leisure behavior in program planning and resource management for individual and community-wellbeing (Primary 107; Secondary 351)

2. Ecosystem Management

By acquiring, managing and restoring valuable resources as open space, such as rivers, streams, greenways, view sheds, forests and other habitat areas, recreation and tourism protects and preserves natural resources and habitat required for the survival of diverse species.

   a. Analyze the values of protected landscapes to individuals and to society (Primary 305)

   b. Discuss scientific, political, international, and ethical dimensions of natural landscapes with implications for protection, visitor management, and sustainable tourism (Primary 305)

3. Leadership

Recreation and tourism professionals have skills in facilitation and leadership that can be applied to resolve community problems and issues. Recreation and tourism leaders impact public policy at the local, state and federal level to promote the value of recreation and tourism.

   a. Analyze and evaluate information, technology, personnel, and situations for problem-solving, decision-making, vision-setting, and application in recreation and tourism settings (Primary “500”; Secondary 304, 470)

   b. Articulate the economic, legal, social, and ethical issues surrounding the use of, and access to, recreation and tourism resources (Primary 470; Secondary 304, “500”)

4. Community- and Coalition-Building

Recreation and tourism facilities, programs and community events are key factors in strengthening community image and creating sense of place. Recreation and tourism increases cultural unity through experiences that promote cultural understanding and
celebrate our growing diversity. Recreation and tourism professionals can communicate the vision and value of recreation and tourism to allied professionals, citizens, the media and policymakers to develop partners and allies.

a. Strategize collaborations among diverse stakeholders representing government, business, environment, and culture (Primary 404; Secondary 304, 351, 470, “500”)

b. Communicate and mediate clearly and with a style that supports the purposes of the intended audience (Primary 404; Secondary 107, 351)

5. Resource Development

Recreation and tourism programs and facilities attract and retain businesses and residents, as well as attract tourists. Recreation and tourism provides jobs and generates income for the community and for local businesses. Recreation and tourism provides community services and facilities to protect public investments. Recreation and tourism professionals have the skills to conduct research to document the value of recreation and tourism and to influence public opinion and policy.

a. Integrate economic, political, and human resources for community planning and development (Primary 101; Secondary 304, 470, “500”)

b. Assess the performance effectiveness of current recreation and tourism practices, procedures, and plans through the research and evaluation of objective data (Primary “500”; Secondary 470)