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Brighton University

Building resilience and future proofing events education



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Rationale and purpose

Exploring issues affecting the design and delivery of Event Management programmes, specifically those related to their resilience and futureproofing.

Address an increased demand for educators to respond to a diverse range of stakeholders and the potentially conflicting set of challenges and opportunities that arise.

The Covid-19 pandemic has been a catalyst for innovation and transformation for events, for related industry, for education, and wider society. The world has had to adapt and evolve swiftly. (It may be both signal and signpost for the future!)

Accordingly, this work discusses drivers and options for pedagogical tenor, curriculum design and curriculum delivery that is resilient and futureproofed for the needs of current and new stakeholders involved in, or else impacted by, managed events.

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A balancing act

Students require the skills to flourish in their careers and to shift aspirations and sector employment successfully (Barron & Knight, 2017).

Employers expect graduates with skills and knowledge to fulfil employment needs quickly (Barron & Leask, 2012).

Wider society want maximum value from qualifications and events.

Sustainability and ethical practice are additional key priorities.

Thus, graduates require sector specific knowledge and skills in addition to higher order, advanced knowledge, and managerial competences (Beavan & Wright, 2006; Bladen & Kennell, 2014; Barron & Knight, 2017).

Simultaneously, graduates require transferrable skills, an ability to transfer or transpose their sector specific knowledge to other areas, and contribute to the construction of new knowledge and practices as societies change.



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Issues for educators

How do we ensure skills and knowledge retain future relevance?

Balancing professional skills, industry knowledge, academic theory and critical thinking?

Balancing general management skills with sector specific ones?

Engaging with and responding to different stakeholders?

Students role in determining their curriculum?

Addressing technological innovation and development both in learning and teaching methods, industry and society?

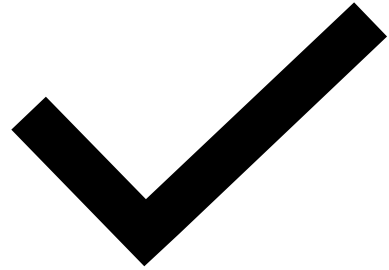
How do we engage learners in deep learning?

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Effective learning

- “Effective learning changes the way we see the world. The acquisition of information in itself does not bring about such change, but the way we *structure* that information and think with it does. Thus, education is about *conceptual change*, not just the acquisition of information”

(Biggs & Tang, 2007: 21).



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Deep versus surface learning

Facts and surface level details become outdated far quicker than concepts and theory.

When students remember the facts but don't understand the underlying causes of the issues or causes leading to specific issues then the ability to apply concepts becomes both time limited and context sensitive.



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Promoting deep learning

“Teaching is not a matter of transmitting but of engaging students in active learning, building their knowledge in terms of what they already understand” (Biggs & Tang, 2007: 21).

Where students are actively engaged in learning they will be more motivated and stimulated to learn (Biggs and Tang, 2007; Dean and Wright, 2016).

Learning should be self-paced and giving responsibility to learners motivates learning.

Students must be absolutely clear of the precise learning objectives and goals in advance and also have these reinforced throughout the duration of their learning experiences.

Students should be actively involved in applying conceptual knowledge to practice.

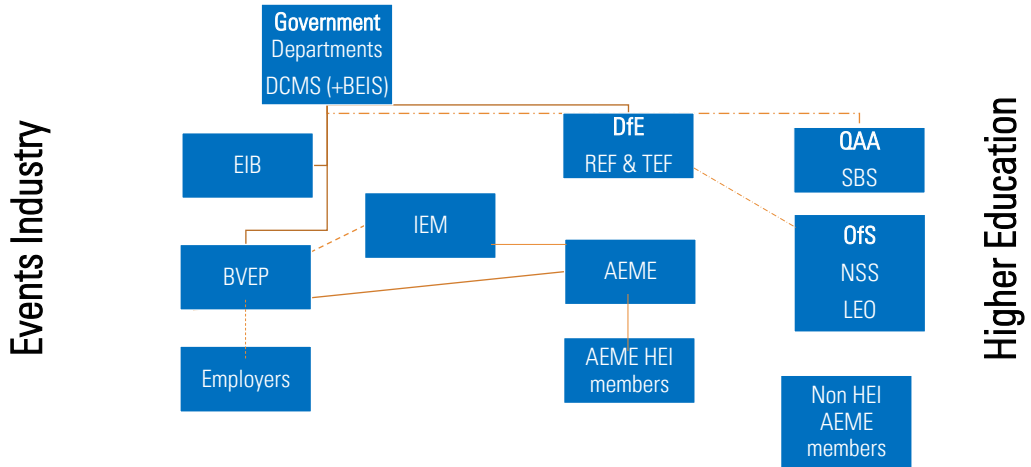
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Influencing
stakeholders



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UK* CONTEXT



* Some differences in Scotland, Northern Ireland and Wales

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Simplified events education salience model (Adapted from Mitchell et al., 1997; Moital et al., 2013; Getz, 2021)

Category	Organisations	Power to help	Power to harm	Legitimacy	Urgency
Higher Education	TEF & TEF	Recognition Greater knowledge Relevance	Restrictions Prioritised Overload	Funders and employers	Process deadlines
	QAA SBS				
Academics	AEME	Collaboration	Competition	Self-selecting	Voluntary
	Other subject groups				
Students (OfS, NSS, LEO)	Potential	Validation through case studies	Drop in demand Naïve criticisms	Income Reputation	Threat to courses
	Current				
	Graduates				
Events Industry	BVEP	Recognise value of events education	Criticism of events education	Applied field needs industry support	Pandemic challenge for education & industry
	Employers				
	IEM				
Media (& social media)	National and Industry	Celebrates successes	Criticises and under values	Depends on audience	Headlines influence perceptions
Community & Society	HEI cities and towns	Content, influence and support	Antagonistic towards events	Recognise positive impact of events + ed	Environmental and health emergencies
	Special interests				

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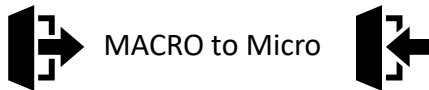
Resilience and Future Proofing



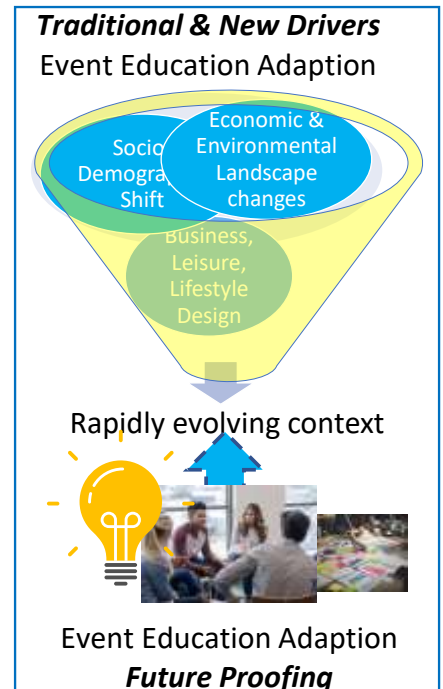
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Resilience and Future Proofing

- Event Education includes **adaptability as a core skill** (Robertson, Juneke & Lockstone-Binney, 2012)
- **Resilience** stems from ecological research -> transferred to spatial planning. Now applied far more widely to include social and environmental systems - of which events and festivals are elements > **cultural and process dynamics** (Desouza and Flanery, 2013) and **civic activity** (Robertson et al, 2018)



- **Sustainability as future proofing** rather than predictive (Bauer, 2013; Robertson, 2017), i.e. preparing for **“what ifs”** which -as we have seen during the pandemic - is vital



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Covid 19, Transformation & Curriculum Design

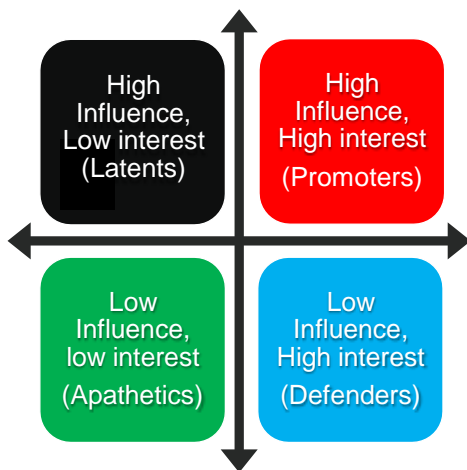
- Pandemic as profound dynamic in social, economic and educational environment
- Transforming body of knowledge already in Critical Event Studies to Curriculum Design
- Application of stakeholder map
- **New Skills?**
- **Curriculum Flex?**
- New Governance?
- New innovation?



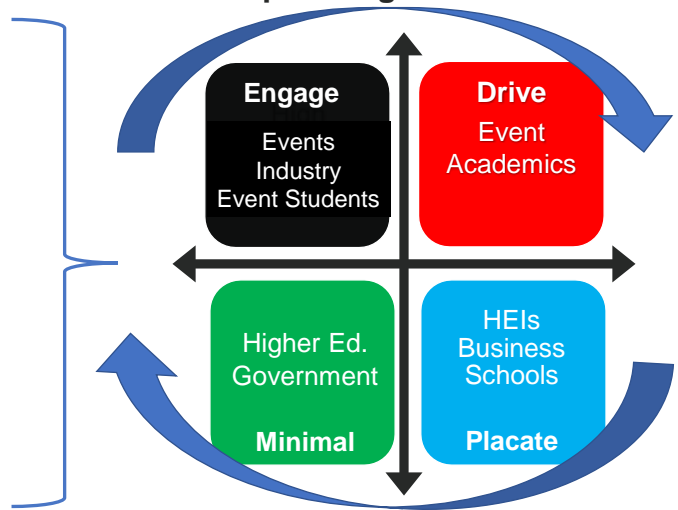
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e.g. Stakeholder Management

▪ Power interest/attention matrix



▪ Relationship strategies



Adapted from Moital et al., 2013; Whittington et al., 2020, van Niekerk and Getz, 2019)

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CONCLUSIONS = QUESTIONS

Responsive Knowledge ?

Depth of Knowledge ?

Adaptive and Visionary Capacity ?

Stakeholder understanding ?

Stakeholders Inclusion

Quality Standards

Fluid and Transform/ing/tive?

Pragmatic and Changing <> Pedagogy/ Training

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