







expected and that's where we can... an intentional growth that sort of builds in, knowing that things will go a little bit sideways as part of your intention. Let's move on from curriculum preparedness and planning. If you make changes in the way you do things, how do you know you're ready to try something new in the practice because the question is how do you know you're ready to try a new applied learning activity? Everything you do is pretty much applied learning so how do you know you're ready to try a new experience?

Carl Everitt: Well, I think a lot of it for the faculty is them knowing what's going on out in the industry and that connection to the industry and what are the trends and kind of what's the beat of the industry and the pulse of the industry, because then we can adjust the way we do things. And we're constantly in this place of refinement, it's never finished. It's never a completed thing. I like to think of our program and curriculum in the program as evolutionary, it's never completed. We are constantly looking at ways of improving the way we do things. And, it's a very different world to the traditional chalk and talk classroom. I teach in both worlds, and it's messy.

It's intentionally messy, I guess is kind of my quote for you. And that's the way we want it. We want it to be roar and messy and things to... and curve balls to come people's way. But it takes a special type of faculty to be able to

industry and meet with industry and kind of tinker and play around and apply some of our assignments from a theoretical based class and our applied classes into situations with industry. And we create those situations where industry and students are in the same room and we let the conversations come alive.

We ask the leading questions and we step back and we let those things happen. And we let the relationship between the industry and the student occur and that's a pretty cool moment when those things are firing on all cylinders because it's student centric. The activity has to be student centric. That's the pinnacle of the...that's the center of the circle, right. And for them that experience has to be for them. And faculty, we're coaches and facilitators, right? Yes, we have content specific knowledge, but we do a lot

parameters of the course. And I think we've done a pretty good job of fitting courses and building our applied learning experiences at classes into the parameters of the college system because the college system is pretty black and white and pretty, pretty square box. It has to fit inside that square box. We are the peg. We were definitely a peg and it is challenging and it challenges us to fit that peg into the square box.

Carl Everitt: I am very optimistic and I'm very, very encouraged to hear conversations around, how do we make that shift? How do we make our curriculum more pliable, more agile? So that we can make these experiences embedded, not all the time, right? I'm very... I'm hearing those conversations. I think that's exciting. That is what makes authenticity, I think. It is having all those pieces and everything lined up nicely so that every piece of... every one of those stakeholders creates that, equals authenticity. Authenticity is very, very important in this and I completely agree with this. This model is great, I mean, it does. It says it all.

My colleague was presenting this yesterday. I sat there with a cold shiver go down my back because it is... for someone... we're so passionate about this stuff. We truly believe when someone's [inaudible 00:20:31] taking on the lead in self-improvement it's great, it really is.

Dan Reeve: Okay, let's move on now. We're going to talk a bit, and I know you've got lots of saying here, about reflection, as a practice that there's an intuitive nature to all teaching, but especially Applied Learning. We want to talk a bit about sort of different levels, of ways, in which there's a practice of reflection. We'll start with what reflective questions or practices do you have students consider once they've completed like an activity, whether that's "Hey, we have a restaurant last night," is there a debrief in the morning or that nio043 -1.b in16(8( o)-93( a p)2.2(rac)90)-3.1(c)-1.9(t)-2.9(i)10.6(v)-5.8( o)-8.9( )d5.9(bt)-3(,)-1( T oitxreti( W)-2.3icuu l

Carl Everitt: And it's been very successful with... we tried it about three... we did the... started the journey about three years ago and students love it. I mean, they really embrace it. They take it up. It's a personal thing. It's not a right or wrong answer. And particularly our internationals like it as well because they feel listened to. It's a great vehicle for getting things off your chest. And if there's an issue for... with that individual, the faculty can then see it from within. Reflection is a big piece of... a big part of what we do. It occurs in the pub class after a pub, they have a big deep brief session.

And they even take it to a bit further with the pub. They actually... they do reflection and analysis. They take all their numbers from a business perspective, all the numbers that they've... the sales, the revenue that they've generated and the cost of doing that pub. And they put them on the board into the class for the following week. And they'll

do some analysis like with these real(e)4.9( n)-0.7(u)-0.8(m)-9.3(b)- lis-5.9( f)7..6(llo)4.3(-1.95.359(al(e)4r





Carl Everitt: That's okay.

Dan Reeve: We're going to talk a little bit about orientation, training and engagement. How do you prepare yourself? Or how do you prepare your faculty to guide an experiential learning activity, which is again, much of what you do? Is there... you've said coaching and mentoring and having faculty that can roll with the punches are kind of all keystones to what you hope your faculty can do. But maybe you can walk us through that sort of preparation for "okay we're going to be, this is the first day, the new cohort is opening the pub" That must be a bit of a... you know

Carl Everitt: Yeah, and I think... it's a great question. In all of our courses we have a big [inaudible 00:29:19] big leading time in terms of orientation to the course on most courses. You spend the first two hours of course explaining

things back. And in terms of support, we've created some support system specifically for international learners, because, I mean, these applied classes there... an international learner will come in and look at your angle, "You want me to do what?" They won't say it, but they'll look at you in the face, and you can see this fear on their face, or "you want me to run a restaurant, you want me to open a restaurant in a team" like I just... speaking something... I just think it won't happen.

And within two weeks, three weeks, boom, they're down there and it's happening. We have the support from the orientation perspective on one side. We also have a person working as an instructional assistant. That's kind of keep popping up the backfield like... they're in the background and they are working with the international learners on that cultural shift from where they've come from, to where they're at and to what they've got to do. And those pieces we've been running that for about three or four years now. Very good and successful. It's been... I mean, if you talk to an international now graduate, if they went to those classes, how it helped them, they'll give you some pretty good feedback.

It's having the right support pieces in place as well as knowing your audience.

Dan Reeve: Right. So, one of the big... the way Applied Learning process kind of works to students is explaining, when you explain "why we're doing this" and... how do you connect that to the "how we're doing this"? I feel like those two parts are always pretty vital. The why being the kind of the meta teaching is we're doing this "because" and we're doing it "like this".

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Dan Reeve: Right. And which skills are those that you teach first? Thinking that probably the skills you teach the day before are not the ones really to be the most deeply seated?

Carl Everitt: Exactly, we have to really think about what are we going to put those in, and based on the audiences. I mean, you may have a bunch of students in that group that... they've served in the industry for the last five years. You have to be careful with not patronizing them as well because they're walking in, five years' experienp(h)2.3027i3a2a 0 Tw 2.a





Carl Everitt: And some people have different tolerances to that, it's being mindful and respectful of that.

Dan Reeve: What role do students play in the feedback loop? We've talked a lot about reflection, when things go right, when things go wrong. When you're setting up for the next year, do you have a... like a debrief at the end of the session or...?

Carl Everitt: Yeah, usually what will happen at the end of each course is, I will set up some mechanism for them to kind of give feedback on the course not the faculty, but the course. Kind of what worked well, what didn't work well and what could we do to improve that? We wish to create some mechanisms for feedback on the way we did it, whether it's through our food field schools, or whether it's through our flight classes. We're always seeking feedback on what can we do to improve things and get better from their perspective.

Dan Reeve: Excellent. Okay. So, assessment evaluation. How do you structure your formative and summative assessments of the students?

Carl Everitt: So, they come in, it's really interesting for the events. Well, it's kind of... they're on teams and each person has a role on that team so it's as an individual assessment and they have... each of those roles will have a deliverable that they have to complete, everything from showing up on time, as punctuality, to having the correct uniform, you know... expectations of what they would see in industry, to planning for the event like... how do they plan well, that they got all the pieces in place, the key deliverables and planning, their leadership if they're in a leadership role, how did they perform from a leadership perspective?

How organized were they, and how controlled... were they able to control the...once they'd done all those pieces, were they able to take control all of what it was that needed to get done? So, t



00:52:16] plus working, plus balancing family. They're stretched, they're really stretched. And you see them... sometimes we don't always see them at their best. When you see that they come back as grads, they're in a different place but we push them to the limits and some of them are very... "I'm glad that you challenge me" That is the response "because I know how far I can push myself".

Dan Reeve: Any final thoughts on the [inaudible 00:52:46]?

Carl Everitt: I just think the whole topic is very exciting. I think as a college, as a form of a big picture...you know... I think the interest and enthusiasm that's coming from other parts of the college around is exciting and inspiring. It really is. We're not... a problem is by no means... we haven't perfected this. I don't think we ever will. But we certainly strive to provide the best experience for our students. And if we need to make changes and adjustments along the way, we do that. I think that's what helps us. It is that openness and willingness to make changes as needed.

That's what's keeping us... that's what's given us the longevity for the last 44 years... and the guy that started it is still riding his bike around Victoria, Albert [inaudible (53:35)] you see his picture as you come down. This was his vision, this is the way that we want to teach Hospitalo8(o)-0.6(w)408(a)-3.2()-0.60.6(tea)]0.5(ogl)]TJ-0.002 2(is)-1.3( v)-5.4reeieiB, an