

# Symposium on Engaging Undergraduates in Research And Inquiry:

A scholarly Dialogue, May 20, 2011, HKUST

## 1. Project/Course title

***GRMD 3224 Recreation Planning and Management***

## 2. Project/Course team

| Name  | Institute | Post                | Department/<br>Division           | E-mail                 |
|---|-----------|---------------------|-----------------------------------|------------------------|
| <i>Course Instructor/Project leader:<br/>Prof Lawal M. MARAFA</i> | CUHK      | Associate Professor | Geography and Resource Management | lmarafa@cuhk.edu.hk    |
| <i>Members (if any):<br/>Ms Tracy Sze Wing CHAN</i>               | CUHK      | Tutor               | Geography and Resource Management | Swing_chan@cuhk.edu.hk |

## **BEFORE**

### 3. Project/Course objectives (or Intended Learning Outcomes)(Suggested number of words 30-40 words)

What did you intend students to learn from this project/course?

Students are required to:

- acquire a geographically based understanding of recreation sector planning and management;
- develop an understanding of conceptual frameworks for recreation resource and visitor use management;
- identify visitor caused impacts to resource and visitor experiences and be able to develop management tools to reduce recreation related impacts and conflicts;
- develop clear understanding of the use of available information and resources relevant for planning and management of recreation and make use of variety of techniques and tools as well as published sources for effective recreation resource management;

## **DURING**

### **4. Inquiry Based Learning Activities**(Suggested number of words: 75-85 words)

*What did students do (inquiry-based learning activities) during the course/project?*

- The students learned and used appropriate site information for recreation planning and management;
- Students collected, collated and organized relevant site data for prudent recreation resource management;
- In conducting field trips and embarking on group projects, they were able to compare and appreciate useful site and design strategies that will generate minimum negative impacts from recreation uses;
- Students also applied principles of recreation resource management to specific sites based on their projects and eventually prepared and presented their findings;

## **AFTER**(Suggested number of words for items 5 & 6: 50-60 words)

### **5. How did you assess the effectiveness of students' learning?**

*Please give an account of the assessment methods and results.*

The course is structured in such a way that students are assessed based on their individual understanding of the subject matter, group interaction and teamwork. Assessment method was structured to include:

- *Field trip/Participation:* this exposed students to evidence from theoretical background covered in the lectures they participated in and wrote individual reports
- *Group Dynamics:* students were divided into groups of 5 – 6 and assigned to specific problem issues for investigation. A short progress report and mid-term class presentation was designed to interact and gave feedback where necessary
- *Project:* students then continued with their group projects, collected and collated data, wrote up a report and presented to the whole class at the end of the semester
- *Examination:* This was the final assessment based on individual understanding of the whole course.
- In both the group dynamics and project presentation, peer assessment was conducted as part of class activity

**6. What were the major outcomes of this project/course? Do they match with your objectives (or Intended Learning Outcomes)?**

*Examples of outcomes include educational software, improvement in student learning or change in student attitude.*

The students developed inquiry based and problem solving skills through the process of investigating the problems in groups; writing up reports; conducting presentations, and demonstrating their learning in the final projects and final examination