Proposing a design thinking methodology in academic/professional blended learning environments:

Mireia Iglesias - World Leisure Organization / University of Deusto

extending the event experience over time and space. During the last decade, the meeting industry has been consistently evolving, giving special attention to design thinking, impact measurement and technology. While these aspects are growing in importance extending the life of educational meetings, the early stage of studies on methodologies to design and measure the impact in blended learning is still challenging. Theories like Return on Investment (Philips, J.J 2008) and Kirkpatrick’s Model (Kirckpatrick, D.) demonstrate techniques in measuring the desired learning and application outcomes. However, when deepening into knowledge transfer theories, the SECI Model and the concept of “ba”, understood as the shared space as a foundation for knowledge creation (Nonaka & Takeuchi, 1996). This together with the Connectivism (Downes and Siemens, 2005) and Self Determination Theory (Deci & Ryan, 2000) can help us understand the importance of designing different learning spaces in educational meetings.

Our subject matter, the International Educational Study Tour to the Emirates aimed to foster the exchange of ideas, projects, and best practices among cultural managers and academics. By designing the eLearning platform and considering the number of participants, that were asked about their desired expectations and motivations, we compared those by post tour deep interviews and a questionnaire.

The present paper adopts an experiential approach and contributes to the blended learning paradigm in the meeting industry, where organizers and participants could not any longer rely on a linear approach on knowledge transference. Findings of this research have relevant implications for practitioners and academics targeting blended learning environments in educational meetings with similar characteristics.
Disorganised host event spaces: Revealing Rio’s fault lines at the 2016 Summer Olympic Games

Dr. Michael Duignan & Professor David McGillivray - Anglia Ruskin University, University of the West of Scotland

Drawing on Deleuze and Guattari’s (1987) theoretical framing of ‘striated’ and ‘smooth’ spaces and the idea around Olympic states of exception (Marrero-Guillamon, 2013), this paper investigates the extent to which the spatial organisation of Rio 2016 Olympic Games territorialised a number of targeted event and venue spaces across the host city. The paper unpacks, using in-depth descriptive analysis, how Rio 2016’s main Games sites and ancillary event zones were spatially organised. It also explores the variegated implications of the Olympic Games spatial organisation for Rio’s host communities. Observational insights serve as a snapshot in to the potential effects this had on local communities and small traders attempting to engage and leverage from the Games through the researchers’ perspective. Empirically driven and qualitative in its focus, in-depth insights are shared through the use of narrated observation and photo and video diaries captured in advance of the Rio Games and during its operation. These audio-visual findings will be presented at the AEME 2017 presentation to illustrate local dynamics at play, and to illustrate exactly how micro-level empiricisms helped to build the findings and theoretical developments discussed. The author will touch up on how, through using qualitative coding and Attride-Stirling’s (2001) ‘Thematic Network Analysis’ (TNA), research themes were developed.

Specifically, in terms of the findings, the paper illustrates that whilst the city of Rio and associated event spaces became controlled and striated in a variety of ways, they simultaneously emerged disorganised, somewhat chaotic but in turn more open, fluid and ‘democratic’. The authors argue that host community, venue, and Last Mile spaces offered greater propensity for creative resistance, plurality of voice, and the affordance of alternative narratives. As a result, local stakeholders across host communities, including local-smaller traders of whom may have represented vulnerable and excluded actors in previous mega-event conditions (e.g. London 2012) (see Pappalepore and Duignan, 2016; Duignan, 2017; Raco and Tunney, 2010), appeared to have been more effective in leveraging event-related and induced benefits (e.g. event visitor economy consumption). In return, this is argued to help support the redistribution of leveragable benefits across a wider spectrum of stakeholders, and not just those with the social and economic capital that have historically only been able to access such opportunity (Ziakas, 2014). This has, and continues to be, of critical importance to the field of critical event studies, in the context of mega-event analyses.
Event Evaluation: meeting the needs of the public sector? A journey from Monmouthshire to the UEFA Champions League Finals

Dr Claire Haven-Tang, Dr Dewi Jaimangal-Jones, Dr Diane Sedgley, Professor Nick Clifton & Dr Surraya Rowe - Welsh Centre for Tourism Research, Cardiff Metropolitan University

Event evaluation has been the subject of much academic and industry debate, with some (Miller, 2007) suggesting that whilst accurate estimates of direct economic impacts are critical, event evaluation may produce more than one direct impact. So, whilst the purpose of event evaluation is to install confidence in stakeholders that their objectives have been met and to enhance future planning and management (Clifton, O'Sullivan & Pickernell, 2012), event evaluation has been widely recognised as representing a major challenge - although there is agreement on the need to measure the impact of events, there is still debate on what to measure and how to measure it. Others (Dwyer et al., 2000; Jones, 2001, Wood, 2005) argue that it is insufficient to solely measure economic impacts; yet the pre-occupation with economic impact may be a consequence of funding body perceptions that events are simply an extension of tourism activity and should be measured in the same way as tourism impact research (Wood, 2005). Nevertheless, event evaluation is a critical activity for destinations as it demonstrates a return on investment (ROI) in its broadest sense and measures the impacts associated with event visitors (Getz, 1997; Carlsen, Getz and Soutar; 2001; Jones, 2001; Wood, 2005).

In 2015/16, Monmouthshire County Council (MCC) recognised that their event evaluation tools focussed predominantly on economic impacts and high-profile events and, thus required a broader model of event evaluation to provide a holistic, consistent and comparable indicator of the economic as well as social, community and environmental benefits of different event typologies. They commissioned the Welsh Centre for Tourism Research (WCTR) to provide a desk-based review of best practice event evaluation and identification of an appropriate evaluation model, including the development of questionnaires for Monmouthshire events. As a follow-on to this work, the WCTR were commissioned to undertake an economic impact study of the UEFA Champions League Final in Cardiff in June 2017. An interesting juxtaposition emerged at this point in terms of public sector approaches to event evaluation. This paper will explore how the progressive and holistic approach embraced by one trailblazing local authority contrasts with those responsible for hosting mega-events.
Pracademics and/ or Academics in Events Studies? A lifetime debate in academia and the approach in Awesome method.

Fotios Vasileiou - GSM London

Academics with practical industry experience are commonly part of the academic team in professional studies. They are usually called ‘pracademics’ and are part of researches like Walker’s (2010), who investigated the need of pracademics to translate theory into practice when this should be valuable to pure academics (without professional background). Additional research has been done on the need of ‘pracademics’ in academia (Huey and Mitchell, 2016).

This presentation will investigate on a new educational model for pracademics for the benefit of the students. ‘Awesome’ is defined as a new teaching/ learning model for maximum student engagement through industry focused and active study-led communities (Healey, 2016). Past educational philosophies inspired the model (Vasileiou: 2016). Dewey (1938) analysed the modern work based and lifelong learning. He believed that ‘the purpose of education is to allow each individual to come into full possession of his/her personal power’.

The implemented methodology is used to assess the effectiveness of the ‘Awesome’ model when clarifies the use of pracademics. More specifically, the Experience Sampling Method (ESM) uses discussion interviews, to collect information on activities being undertaken (Csikszentmihalyi and Larson 1987). It is combined with ‘geopsychology’ where students’ emotional experiences on fieldwork named ‘emotional geographies’ (Pile, 2005). Triangulation (Duffy 1987) is used with relevant teams sharing their experiences through different tools (observation, interviews, questionnaire). Panel Studies (LaPage, 1994) are applied when members of the Awesome team share experiences and perspectives. Finally, the Delphi Technique (Veal, 2006) with industry experts giving their own views on future developments.
The role of peer feedback in the development of students’ ability to engage in difficult conversations about performance

Mrs. Claire Leer, Sally Laurie - University of Northampton

This paper builds on the experience of the authors and their work on assessed group work (AGW). It focuses on the area of how best to help students develop their ability to undertake difficult conversations. Difficult conversations are “useful, open dialogues that may address content, such as negative feedback, that is emotionally loaded for one or more of the participants” (Lichtenberg et al., 2007 cited by Jacobs et al. 2011:176).

The Association of Business School (ABS, 2014) states that graduates may appear well qualified on paper, but in practice they are unable to handle difficult conversations. 16% of employers are looking for this quality in new managers (it’s ranked joint seventh in the list of key skills required), and 57% of employers rated UK management graduates weak in this respect, making it the weakest attribute of UK management graduates overall (ABS 2014).

Being able to approach difficult conversations constructively is a crucial skill for event managers and should be developed in AGW in higher education. A positive outcome of difficult conversations can mean the difference between an individual becoming engaged and productive, or getting increasingly dissatisfied. Issues with regards to students being able to be honest, especially when working with friends, can be an issue. Gamlem and Smith, (2013) found that when students work in groups with their friends, they are often too nice to each other.

Therefore, the aim of this paper is to present the findings of our exploration of the role of peer feedback in developing students’ skills in teamwork, and specifically their willingness, ability and skill in engaging in difficult conversations relating to performance in AGW.

The findings presented in this paper are based on the first cycle of a participatory action research (PAR) project involving a collaboration between staff and students involved in modules using AGW and leading to a capstone client based project. PAR is a collaborative cycle to improve an identified issue (Chevalier and Buckles, 2013). The results show that some students were prepared to provide negative written feedback anonymously to their peers, however, when it came to providing this feedback face to face they were reluctant.
The Challenge of Engaging Millennials: Tales from a University Mentoring Programme

Chantal Dickson - Leeds Beckett University
Sharon McElhinney - University of West London

University staff around the world are facing consistent pressure to find new and innovative ways to engage students. The current student body are a generation that has proven to be demanding, dismissive and disinterested in assuming some level of responsibility in their education. Whilst generational differences always exist (Anderson et al., 2017), Research by Twenge and Campbell (2009) and Twenge and Foster (2010) suggest that that millennials are the most self-involved and narcissistic generation to date. Cornelius et al., (2016) and Kuh et al., (2008) argue that when students are disengaged, they are less likely to invest time and effort in activities that will benefit their education. Furthermore, disengaged students have less of a connection to their university, a lower sense of belonging and satisfaction (Cornelius et al., 2016; Nelson et al., 2012) which is a likely contributing factor to high university attrition rates.

Mentoring programs are a way to build the connection between millennial students, their studies and university in a way that is organic and relevant to students.

Mentoring is widely acknowledged as a valuable way to develop skills and abilities, thus ultimately in a higher education context preparing graduates for the workplace. The term ‘mentor’ originates from a character in Greek Mythology who was a wise and trusted advisor or counsellor to political figures (Parsloe & Leedham, 2009). This premise is still relevant in modern societies as people seek role models or individuals who can provide guidance and support whilst in the formative years of personal and professional development. Mentoring happens in many different ways; one of which is undergraduate mentoring (Parsloe and Leedham, 2009). Strayhorn and Terrell (2007, p. 70) describe mentoring in higher education as ‘...the process by which a student or mentee is positively socialised by a faculty member or mentor into the institution and/or profession’. Authors such as Cornelius et al., (2016), Biaggio, (2001) and Galibrath and James (2004) argue that the mentor fulfils multiple roles; role model, teacher, advisor, key information source and counsellor.

This paper will provide some insights into an undergraduate student mentoring program trialled for the first time in semester 1 2016/17 at Leeds Beckett University. An informal mentoring program was implemented which focussed on encouraging mutual identification between the involved parties. The experiences of the final year student mentors is provided for one perspective on the program. From the perspective of the mentors, it was suggested that a more formal, structured mentoring program may be more beneficial to the mentees.
The ascent of mega sporting events can undoubtedly be linked to attempting to seize upon the unprecedented tourism outputs that may arise from the hosting of such events. This can be notable in the short term for the host destination. Getz and Page (2016) exemplify that surges in research tied to mega-events has greatly increased external interest in host countries. Mega-events are known to assert their power and dominance on a destination and on local societal constructs. This can be reflected in the manner that organisations such as the International Olympic Committee and FIFA have been able to direct and increase their power and wealth on a global scale (Horne, 2015). As a consequence control from external sources can generate a takeover of host cities driven by international authorities, with regions being unable to impart their influence on the outcome of the event. Additionally, this can exacerbate imbalances in the host’s society and spur the marginalisation of its communities. More recently there have been notable controversies and scandals connected to internationally governing bodies like the IOC. This perception of corrupt behaviours of event-governing bodies such as the IOC might negatively impact the host populations' attitudes towards the governing body and its associated entities (Kulczycki and Koenigstorfer, 2016). This conceptual paper will first undertake an analysis of the current scope of mega-events research, prioritising the Olympic Games as the main focus area. It will indicate five prominent themes in addition to contemplating future trends of sport mega-event research. These themes provide relevance to policy implementation alignments, such as those encompassed in the International Olympic Committee’s key priorities as we head towards 2020 (IOC, 2016). This examination will aim to determine the triggers that could impact the future state of mega-event research. Additionally, it will highlight progress in the field and indicate possibilities for future Olympic Games research. As the Far East is set to take centre stage for the hosting of the next three Games.

To ascertain the future outlook of events it requires a better understanding of globalisation drivers such as technology and economics (Emery, 2010). The IOC’s 2020 Olympic Agenda (2016) insists that all aspects of sustainability (and legacy) are to be further positioned as an executive priority for the IOC. Their 2020 Olympic Agenda also recognises key facets such as fostering dialogue and engagement with communities and society (IOC, 2016). To this end, the five themes that will be discussed are as followed; 1) the future of mega sporting events and how dimensions of these events interact with burgeoning global trends, 2) mega-event legacy planning and the importance of leveraging better outcomes – specifically regarding social leveraging linked to host communities, 3) the significance of undervalued and untapped markets such as sports heritage, 4) how mega-event impacts can be examined using scenario-based techniques, and 5) the rise of and adoption of integrative approaches including triple bottom-line (TBL) in mega-event research – which will be largely be initiated to enable concepts such as social sustainability to be examined. For each theme evidence will be provided of where there is insufficient research, as well as devising areas for further analysis, and highlighting future directions for sport mega-event research.
In today’s rapidly changing world, the concept of quality-of-life (QOL) has become a growing concern for individuals, families, communities and governments, where finding and sustaining satisfaction, happiness and a belief in the future have been identified as key elements of QOL (Eckersley, 1999; Mercer, 1999; Lloyd & Auld, 2002). QOL has more specifically been researched and well documented as a contemporary theme in medicine, psychology, the social sciences (Rapley, 2009) and to a certain extent in leisure studies (see for example, Lloyd & Auld, 2002; Agate et al, 2009; Brajsa-Zganec, Merkas & Sverko, 2011), although it has received very little attention within the field of festival and event studies. Drawing on previous conceptual and empirical research (Jepson & Stadler, 2017; Stadler & Jepson, 2017), our presentation will explore and discuss how festival and event attendance can improve QOL for families and communities through bonding, socialising and spending time together. We particularly highlight the importance of positive memory creation through event attendance and compare and contrast family expectations and motivations for attending events with the memories shared post event attendance. Our research therefore contributes to the recent discussion and family discourse in leisure studies (Carr & Schänzel, 2015; McCabe, 2015; Schänzel & Carr, 2015; Schwab & Dustin, 2015).

Our presentation draws upon empirical data from focus groups with families (n=6) and questionnaires (n=319) distributed at 10 family events in Hertfordshire between May – August, 2016. Findings from our study emphasise that regularly attending events as a family is crucial in order to create positive memories that bind the family together, provide short- and long-term meaningful experiences, as well as make the family feel proud of their local community and where they live. In turn, community pride and being connected to the local community improves the family’s QOL. Recommendations for community partners and other stakeholders are proposed, including the provision of a festival and events calendar that offers a range of meaningful experiences for families throughout the year and creates legacies within the community. We argue that special events should thereby be regarded as out-of-the-ordinary experiences which bring the family and community together in different and new ways. Families can also benefit from understanding and appreciating the positive memories created through event attendance, which foster social bonding, family QOL and community pride.
Social network analysis and mixed methods research into a community led cultural festival in Scotland

Mr. David Jarman - Edinburgh Napier University

Social relationships underpin the organisations and communities that produce and host events, from high budget professional spectacles, to community led festivals that are reliant on volunteers (Jarman et al 2014). An example of the latter will inform this paper, illustrating the role that social network analysis (SNA) can play as part of a mixed methods approach to understanding such connections (Edwards 2010). With help from the festival’s management, a survey based ‘whole network’ approach was used to describe and analyse social relationships between festival volunteers. This initial research provided a means of sampling potential members of two focus groups (Crossley 2010). Each group focused on a distinct set of conceptual themes, primarily place-making in one, and equality and diversity in the other. SNA has the potential to complement research methods hitherto more commonly found in festival and event research, helping to identify both central and peripheral contributors to a community, evidence of ‘homophily’, different individuals’ ability to influence decisions, and their access resources and other forms of social capital (Prell 2012; Scott 2013; Crossley et al 2015).
Break Out Session 4

Event Design, Technology and Innovation

Innovation in Event management practice-a case study of Western Australia

David Lamb - Edith Cowan University

The presentation will be based on a research study that will focus on innovations in event management practice in the Perth metropolitan region and involve event managers recruited from a range of public and private organisations. The need for continuous improvement in event delivery is being led by an innovative approach in the event management profession and the changes are being driven by the adoption of technology to better connect with the event audience and enhance the experience of event patrons. Therefore, it is the intention of this research study to help fill a gap in the research literature and provide some evidence to support innovative practice as positive change in the event management sector. This research study will specifically address four key research questions using a survey instrument and a number of in-depth interviews. The key questions will determine the extent to which event managers understand the term innovative practice and to what extent this style of management is practiced. Secondly event managers will be asked about the extent to which they utilise technology as a form of innovative practice in the event management setting. Thirdly, they will be asked about the limitations of innovative practice in event management and fourthly they will be asked how they used or might use innovative practice to improve the management of an event, which potentially could lead to a more positive and satisfying experience for event patrons.
“It was almost like being there!” An empirical analysis of audience awareness, expectations, perceptions of live-streaming theatre.

Mr. Peter Vlachos & Ms. Daniela Mueser - University of Greenwich

Background – Live-streaming theatre (the filming and (live)-screening of a theatrical performance to cinemas) has widened the offerings of theatrical productions worldwide. It is argued to have a positive impact among other things on audience reach, audience development, revenue streams and global performance culture (Cochrane et al. 2014; Nesta 2011; King 2016). However, the value of ‘liveness’ in live performance transmissions remains under-explored.

Approach – A quantitative research approach was employed based on a sample of 233 participants that included both attendees and non-attendees. The research probed levels of awareness, expectations, and audience perceptions of live-streaming theatre. A conceptual model was created using the AIDA (awareness, interest, desire, action) framework of consumer choice in which cognitive, affective and behaviour factors are examined.

Significance – The research contributes to knowledge by bridging the gap between competing aims of access and authenticity. The findings revealed that attendee awareness in domestic markets was high, whereas lower awareness was noted in foreign markets. Advances in digital technology supported participants’ views that cinematic live transmission is a good second-best option to traditional theatre. However, a consensus understanding is that traditional theatre and broadcasted theatre are two different experiences, not substitutes. The research found that cinematic screenings reinforced previous live theatre attendees’ satisfaction, but there was less evidence that such screenings attracted new audiences. The results suggest that live streaming is of limited effectiveness in addressing the capacity limits of Baumol and Bowen’s (1966) ‘cost disease’ in live arts performance.
Leaners vs Earners: How will degree apprenticeships affect the design of university Events Management programmes?

Briony Whitaker - University of the West of England

The competitive job market and the increasing number of people studying for degrees means that universities, more than ever, are promoting the employability of their graduates. In turn, potential students are now applying for programmes that give them the best career prospects upon completion. In the UK alone there were approximately half a million people placed into general higher education in 2016 (UCAS:2015), and in particular, the popularity of business-focused degrees has been steadily growing in the UK and the US over the past decade.

For business programmes in higher education, there is often an emphasis on employability that underpins learning. Business students in particular ‘are much more inclined to apply their learning to their future work context… instead of focussing on the concepts or rules of the discipline.’ (Stoten:2015:450). The introduction of degree level apprenticeships at many universities now gives students the opportunity to ‘earn as they learn’, with a primary (80%) focus on undertaking practical work supplemented with (20%) theoretical study. Rising tuition fees and a competitive graduate job market means that this work-based learning approach can appease those who are concerned about the financial implications of undertaking a degree, as well as those who are keen to immediately enter their chosen sector, but poses a potential issue with the design of university programmes for vocational subjects, such as Events Management, by lessening the significance and impact of subject-specific theory in favour of workplace skills.

Events Management university programmes emphasise the importance of contextualising Event theory within ‘real life’ event examples in order to demonstrate an understanding and applicative ability. We encourage students to undertake work placements to consolidate and exhibit what they have learnt from our programme. However, in the same vein as more traditional academic subjects, there are theories and models to be learnt for the sake of broadening knowledge rather than to be applied directly to the workplace, which will potentially be absent from apprenticeship programmes. The potential danger here is that the focus on careers will overshadow the academic and educational development of Events Management.

This presentation will focus on the division between education and workplace skills in Higher Education, and raise the issue of designing university programmes that attract and recruit students keen to actively engage with and learn from the theoretical development of Events Management, as an alternative to heading directly into industry.
Student retention in Events Management Placements; an exploratory study of why students resign from their placements.

Charlotte Rowley & Jaffer Idris - Sheffield Hallam University

In Sheffield Business School (SBS) we have seen an increase in the number of students taking a placement year, which appears to be a trend across the higher education sector. There is a lot of evidence to support the benefits of a placement year and it is often seen as a desired, if not essential criterion in applying for graduate roles. It’s seen as the candidate's formal step into the events industry. However, with this increase in student placements there comes an increasing number of issues, including the expectations of students from their placements and employers (Barron, Maxwell, Broadbridge, and Ogden 2007; Neill and Mulholland, 2003). This research explores the reasons why SBS undergraduate events management students resign from their 12 month placements. After having several resignations during 2016 it became apparent there was a need for this research to be undertaken. Although there is literature such as Barron, Maxwell, Broadbridge, and Ogden, (2007) in our associated subjects whose research concluded that students viewed the hospitality management sector as challenging, with low pay, and with unsociable hours. It was felt that due to the changing and complex nature of the events industry that a sector specific study was required. The research approach taken is action research like that of Walsh and Byrne (2013) who explored the retention of placement providers, as the authors are looking at the practical problem of students resigning from their placements and aim to utilise the findings to implement changes and improve practice within the department (Fernie and Smith, 2010). The study uses mixed research methods to allow for greater depth, undertaking interviews with those who resigned from their placement and surveys with the wider student group who took a placement year to identify common issues faced (McCaig, 2010). Understanding the reasons and issues behind student’s resignations and common problems encountered on placement can help the Events Management team within SBS implement strategies and help us to better prepare students. It is hoped that some of our findings can be utilised by other educational institutions.
**Future Directions in Event Research**

*A review and future view of transformative festival leadership (a discussion paper)*

**Dr Martin Robertson** - Senior academic at Bournemouth University

This paper offers a review of the construct of responsible leadership, stakeholder theory and sustainability and the underlying constraint that have affected their success as combined force. With reference to the social-spatial domain of festivals and community events, current engagement forms and forces, the paper offers future forms of transformative (predominantly urban) event leadership and requirements of event legitimacy.

**Approach**

The work applies a causal layered analysis, applying both trend analysis (quantitative) and foresight analysis (qualitative) to proposes future forms of leadership competency. This utilises what Ziakas (2016) described as “a more holistic and interdisciplinary understanding..” to ensure “..multi-layered processes that foster the social utility of events” (p2).

**Significance**

Robertson, Junek & Lockstone-Binney (2012) indicated that the core principles of event management as a learnt process required change. This considered the need for greater emphasis on *transition, adaption and innovation* within the current perceptions of *creative capacity*, as utilised in the semi-vocational learning environment of event management in higher education. The socio-cultural, the environmental and the political environments have changed irrevocably since that time. This paper is significant in that it proposes that new transformative capacities are required of festival leaders and, thus, required in the curricular of higher education event management programmes.