

POPULARISATION OF RESPONSIBLE MODEL OF EDUCATION FOR THE NEEDS OF TOURISM

Jasmina Gržinić¹

DOI: <https://doi.org/10.31410/ERAZ.S.P.2019.1>

Abstract: *There is still insufficient awareness of the need for acquisition of knowledge about teaching methods. If we want to promote the Teaching and Learning, we have to bring tourism theory and practice together. The main hypothesis of the paper is that teachers at universities with their pedagogical competences should create excellent conditions for their students. The aim of the paper is to analyse pedagogical competences and satisfaction with the knowledge reflection from the student perspective. The purpose of the research is confirmation of insufficient representation of modern paradigms of education in tourism (from the aspect of courses, study outcomes and contributions to improvements in the educational process). Responsible models of education include: focus lessons, guided instruction, collaborative learning and independent work [1]. Teachers can make a critical analysis of changes in the society (tourism sector and tourism policies) and substantiate the importance of the role of university teachers in the area of higher education. Courses need to be modernised and integrated in line with the changes of the environment. Data were collected via a questionnaire among students of the two tourism faculties of the University of Pula during regular class time. The sample included 110 students. The survey of an anonymous character was conducted in mid-April of 2018. The paper's scientific results are conclusions about the level of education with the focus on tourism practice, collaborative learning and independent work through adaptation suggestions and techniques.*

Keywords: *teaching skills, tourism curriculum, student involvement, educational perspectives.*

1. TOURISM EDUCATION IN AN AGE OF TRANSFORMATION

1.1. Theoretical aspect

Teaching and research involve searching for knowledge where learning is a fundamental activity and they are both inherently exploratory activities [2]. 'Tourism Towards 2030' [3] has estimated that there will be 1.8 billion international arrivals over the period of next decade. So, teaching skills represent just a part of the pedagogical competences.

Authors analysed opinions about pedagogical competences in the field of Croatian tourism (from students of two tourism study courses). From their respective universities mostly do not cover the topic of a "new educational forms" from their respective. The aim of the research is to determine the level of significance of the course of study for students of tourism from a student perspective. The issue of education in tourism attracts attention of different research approaches related to its importance for professional development for tourism and hospitality employees through university and industry cooperation [4]. According to the concept proposed by [5], responsible tourists are those who critically consider the impacts of tourism development. The teacher has than a serious occupation in order to improve knowledge of teaching and learning that is responsible. Responsible teaching (from teaching skills, observations, theory to planning) – for responsible development. So, studying the importance of curriculum in tourism higher education is more important than ever [6].

¹ Juraj Dobrila University of Pula, Faculty of Economics and Tourism „Dr. Mijo Mirković”, Zagrebačka 30, Pula, Croatia

Nestoroska & Marinovski [7] emphasize the “exciting challenge” that educational institutions in the field of tourism and hospitality have in the process of the fast-changing demands of the industry. Renfors [8] analyzed and reviewed the curriculum by using interviews and questionnaires. For example, survey-based analysis of undergraduate tourism education and educators [9] was important for conclusions about tourism policy development in modern Japan. Houle [10] considered factors contributing to the professionalization of an occupation. He suggested that the characteristics associated with the process of improving an occupation include: definition of the occupation’s function, mastery of theoretical knowledge, capacity to solve problems, use of practical knowledge, self-enhancement, formal training, credentialing, legal reinforcement, and ethical practices.

Nguyen and Robinson [11] emphasize that it is essential to take into consideration the employers’ requirements for staff working in hospitality. Tourism studies in the higher education in Sweden focusing on sustainability [12] teaching skills and pedagogical competences [13]. New education efforts should involve a new framework for sustainable educational growth around European teaching and learning perspective. Olsson, Mårtensson, & Roxå [14] support the view put forward by Sinatra and Pintrich [15] that the teacher largely should govern the process leading to development.

1.2. Methodology

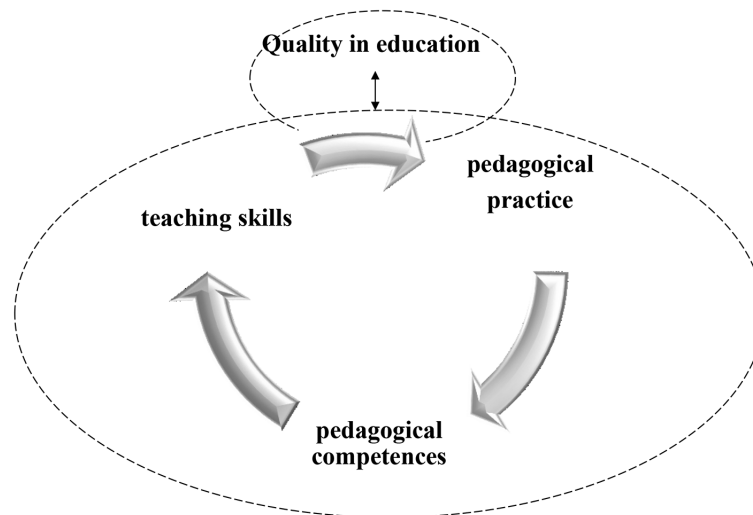
The research result processing led to the knowledge, which is described in the following sections. The research included students of the third-year undergraduate studies “Tourism” and “Culture and Tourism” and students of the fifth year of the graduate studies “Tourism and Development” and “Culture and Tourism” at the Juraj Dobrila University of Pula. A total of 112 students were surveyed (67 from the Economic studies, i.e. 100% of the enrolled year and 45 from the study of Culture and Tourism, i.e. 73% of the enrolled year).

The tourism course forms an integral part of Business Economics of the Faculty of Economics and Tourism “Dr. Mijo Mirković”, Pula. The total number of the course 3rd and 5th year students is 59. The survey also includes 8 students of the distinctive course of *Introduction to Tourism*, who attended higher year lectures. The tourism course is also run within the Faculty for Interdisciplinary, Italian and Cultural Studies of the University of Pula. The Tourism and Culture study is of an interdisciplinary nature and therefore attracts students of cultural interests in tourism. The total number of the course 3rd and 5th year students is 62. The questionnaires were previously verified by experts in tourism science and sector. Two questionnaires are excluded.

The survey was conducted in mid-April of 2018 (14th to 17th April). The students were previously familiar with the aims and purpose of the research. The question structure is a closed type question (96% were of female gender). The research activity is based on the acquired information/knowledge about teachers’ competences, pedagogical competences and teaching skills (scheme 1.).

The circle is not closed but very important as a circle of partnership of skills, practice and competences. Faculties with better quality and effectiveness of higher education knowledge will be recognised as a good international practice.

Teachers who teach with observing their surrounding demonstrate pedagogical competence and produce more from the student perspective. Theoretical approach should be reflected through theoretical discussions and analyses. Learning goals connected with case studies, critical opinions, learning relaxing, distance learning, teachers that teach from their own books will put the level of pedagogical competences on a higher level.



Scheme 1. Circle of “deep” knowledge and quality
Source: Author

Courses require innovation, proactive and strategic thinking and management of change. The transformation of tourism will also require the transformation of education. Adjustments are needed, but also system support through education and popularization of the importance of pedagogical competencies.

Table 1. Proposition of tourism activities, learning courses and competences

No.	Tourism activities	Tourism courses	Learning technique
Level 1 – Tourism system			
1.	New steps to measure tourism’s global impact	International Tourism	understand, apply, analyse, evaluate
2.	Understanding new tourism requirements	Tourism Specialisation, Hotel Specialisation	apply, create
3.	Destination – the centre of tourism sustainability	Tourism Destination, Resort Innovation, Organisational Behaviour	understand, apply, analyse, evaluate, create
4.	Hybrid business models and models in transition	Human Resource Management, Marketing in Tourism	remember, understand, apply
5.	Expansion of local business opportunities	Strategic Entrepreneurship, Small and Medium Entrepreneurs	create
6.	Purchasing local produce (coordination)	Innovation Management, Event Tourism	evaluate, create
7.	Small community-level projects (development)	Project Management, Communications and Professional Development	understand, apply, evaluate
8.	Tourism value chains	Tour Operators and Destination Management Companies, Eco Tourism, Food & Beverage Management	apply, evaluate, create
Level 2 – New paradigm			
9.	Providing exceptional experiences (art, culture, local way of life)	Experience Economy, Special interest tourism*, Tourism Animation, Specialised Restaurant Service, Beverage Management	understand, create, design
10.	Transformational change	New Tourism Trends, Foreign Languages, Digital Media Management, Data Analytics, Learning and Research for Higher Education	understand, apply, analyse
11.	Necessary changes (support & identification)	Management of Change, Proactive Management	understand, apply, analyse, evaluate

No.	Tourism activities	Tourism courses	Learning technique
	Level 1 – Tourism system		
12.	Local security and safety	Management of Crises	remember, analyse, evaluate, create
13.	Incorporating sustainability into policy	Tourism Planning, Sustainable Accounting, European and International Tourism Policy	understand, apply, analyse, evaluate, create, design

* e.g. wellness, gastro, creative tourism, new experience or all of these combinations in one
 Source: Author by [16], Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

The methods (learning technique) were categorized according to tourism courses and activities in terms of effectiveness in learning process. Improving educational outcomes will require efforts on many fronts such as effective learning techniques. The teachers should be engaged in pursuing various instructional and learning goals [17].

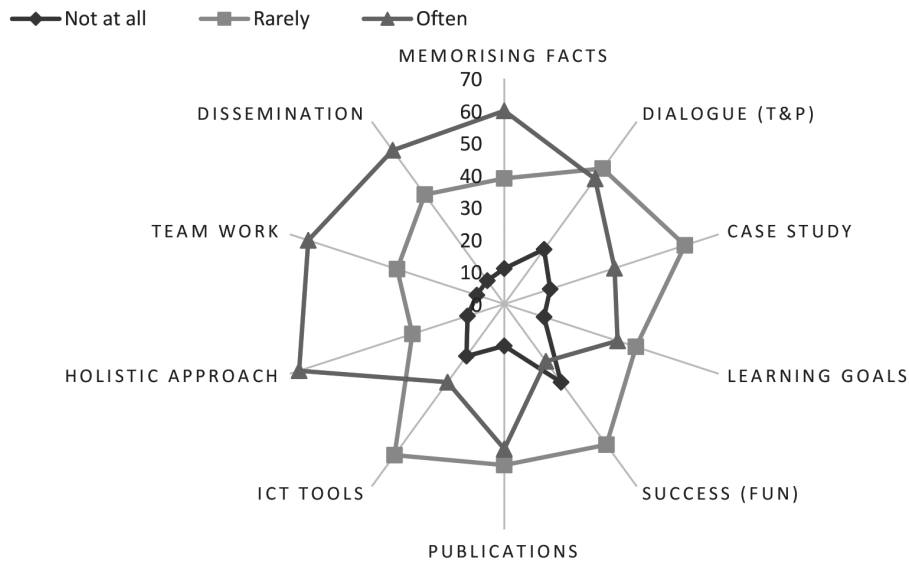
2. RESEARCH RESULTS

It is obvious that teachers involve own publications, practical knowledge and case studies (from the graph 1.). Also, students notice that knowledge dissemination are integral part of their education (category often is dominant, 67%), through holistic approach and team work. "Memorising facts" is dominant category but "Success through fun" or "ITC tools" are more rarely than often represented during the teaching or preparing the lessons by students. These categories need to be improved in order to adapt tourism as a transformative and sustainable activity.

The greatest interest among tourists is caused by such elements of culture such as art, science, religion, history, which play an important role in the development of tourism and industry [18]. That mean the modern education is formed under the influence of a significant transformation of tourism travel market. Students were asked whether pedagogical competences contribute to creation of cooperation between student and student and between teacher and student. They were also asked about "Smart specialisations" and "knowledge transfers" as a form of innovative teaching models. The lack of innovations, interdisciplinarity and smart specialisations in the education process point to the sluggishness of the system. Only 53% of answers are connected to innovations in the form of encouraging expansion of knowledge and experiences.

The contribution to destinations using a problem-solving approach is becoming a developmental priority. By 2018, tourism has become one of the world's leading industries (UNWTO, WTTC: 2018) so the quality of education associated with business excellence increases the involvement of an individual engagement. The client in tourism asks for an individualized approach and experience. The destination stakeholders are responsible for the realization, lifelong learning and coordination of the service. Graph 1 shows the range of answers through three offered categories: "Not at all", "Rarely" and "Often".

The role of higher education in tourism is sometimes more important than in other business sectors. Tourism demands appropriate employee structure that is necessary for all job positions (special knowledge gained through higher education and training according to the tourism trends).



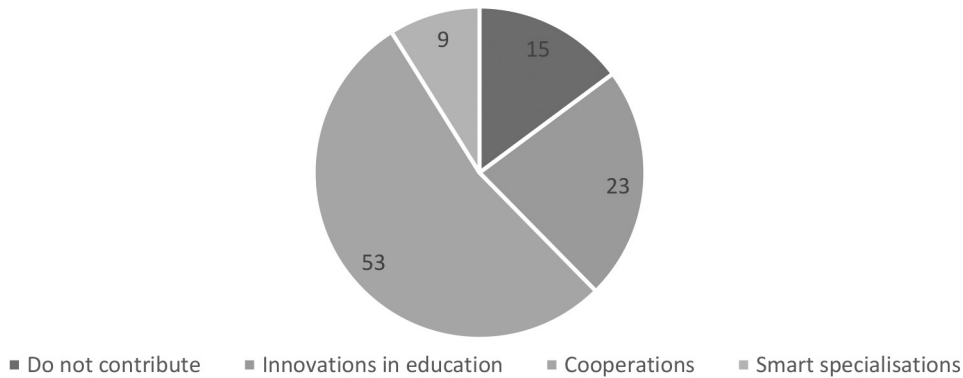
*T&P = theory and practice.

Note: Frequency categories: “Not at all”, “Rarely”, “Often” (from narrow to broader)

Graph 1. Student opinions towards learning methods

Source: Processed by the author according to [19]

Tourism destination development is based on the number of hours spent in tourism activities by stakeholders in destination. As a result, numerous tourism attractions are connected in the “attraction network”. So, tourism teaching is based on “teaching network and skills progress” recorded through the years. If there is no improvement it is important to monitor “the courses competences” from past to today and future (ICT tools, team work and holistic approach that is missing). Dialogue, case study learning method, clear learning goals, success through fun and own publications are rarely or not implemented as a leaning technique.



Graph 2. Pedagogical competences and educational process (in %)

Source: Author’s

There is a cooperation between the teacher and the student (53%). It is necessary to improve other categories (smart specialisations – 9%, innovations – 23%, overall contribution – 15%). The relationship between education and tourism development is inevitable, and it is important to pay particular attention to this relation.

CONCLUSION

The proposed learning objectives and research results are a valid basis for determination of importance studies' curriculum ranks (future syllabus priority). The maturity of the curriculum subject (with no practice reflection and intention of interdisciplinary knowledge) will not provide a common mission of tourism stakeholders.

Tourism is a major economic sector in Europe, directly contributing, on average, 4.2% of GDP, 6.9% of employment and 21.7 % of services exports in the OECD area (OECD: 2018). Horizontal integration of management in tourism demands a horizontal linkage in the development of education.

This research systematizes how difficult it is to manage knowledge in order to train future employees and tourism managers. For this complex part of science as it is tourism, education competences are still not appropriate because the absence of specific knowledge and skills development. The main problem of great part of universities is that education about pedagogical competences is not always a priority and consequently recognised by the student.

Student participation was anonymously in order to freely express their attitudes towards the teacher and the learning process. Prior to completion of the survey questionnaire, students were acquainted with the term of pedagogical competences and the survey questions were clarified for them. From their side the need for improvement has been demonstrated.

Finally, institution should develop high standards and objectives about pedagogical competences. Croatian and other destinations will be sustainable destinations in the future development, according to this sensitive global surrounding and numerous influences.

Limitations of research may be questions of closed type. This opens up the possibility of broader qualitative research of causality between pedagogic process and learning outcomes in the future.

ACKNOWLEDGEMENTS

This paper is a part of the results of larger scientific project about externalities in tourism and sustainable tourism education supported by the Faculty of Economics and Tourism „Dr. Mijo Mirković“, Juraj Dobrila University of Pula. It presents an added value to sustainable tourism and tourism education.

REFERENCES

- [1] Fisher, D. (2008). Effective Use of the Gradual Release of Responsibility Model, file:///C:/Users/Dalibor/AppData/Local/Microsoft/Windows/INetCache/IE/SV9G7P0O/douglas_fisher.pdf
- [2] Bowden, J. and Marton, F. (1998). *The University of Learning: Beyond Quality and Competence in Higher Education*, Kogan Page.
- [3] *UNWTO Tourism Highlights 2017*. available at: <https://www.e-unwto.org/doi/pdf/10.18111/9789284419029> (2018).
- [4] Breen, H. (2002). „An Investigation of Professional Development Education for Tourism and Hospitality Employees Through University and Industry Cooperative Education Partnerships“, *Journal of Teaching in Travel & Tourism* 2(3):1-22. DOI: 10.1300/J172v02n03_01.

- [5] Goodwin, H. (2011). Taking responsibility for tourism, Goodfellow Publishers Ltd.
- [6] Wattanacharoensil, W. (2014), „Tourism Curriculum in a Global Perspective: Past, Present, and Future *International Education Studies*, 7(1):9-20. DOI:10.5539/ies.v7n1p9
- [7] Nestoroska, I. & Marinoski, N. (2016). „Problems and perspectives for tourism continuing education in the Republic of Macedonia“, *BITCO 2016: Tourism Education in the 21st Century: Policies, Practices, Internationalization*, Belgrade, Serbia.
- [8] Renfors, S. (2018). Internationalizing higher tourism education: the case of curriculum design in the Central Baltic Area. *Journal of Teaching in Travel & Tourism*. 18(4), 315-331.
- [9] Arima, T. et al. (2016). Tourism Education Program at Hakone Geopark in Collaboration with Teikyo University: Educational Effects and Impacting Factors. *Journal of Geography - Chigaku Zasshi*, 125(6), 871-891.
- [10] Houle, C.O. (1980). *Continuing Learning in the Professions*, San Francisco: Jossey-Bass Publishers.
- [11] Nguyen, P., & Robinson, A. (2010). Managing continuous improvement in Vietnam: Unique challenges and approaches to overcome them. *Quality Management Journal*, 17(2), 27–41. <https://doi.org/10.1080/10686967.2010.11918268>.
- [12] Milinchuk, O. (2017). Tourism studies in the higher education in Sweden: focusing on sustainability. *Baltic Journal of Economic Studies*, 3(2), 93-100.
- [13] Olsson, T. & Roxå, T. (2013). ”Assessing and rewording excellent academic teachers for the benefit of an organization”, *European Journal of Higher Education*, 3(1);40-61.
- [14] Olsson, T., Mårtensson, K., & Roxå, T. (2010). “Pedagogical Competence – a development perspective from Lund University” In Å. Ryegård, K. Apelgren, & T. Olsson (Eds). *A Swedish perspective on pedagogical competence* (pp. 121-132), Uppsala University, Division for Development of Teaching and Learning.
- [15] Sinatra, G. M. & Pintrich, P. R., Eds. (2003). *Intentional Conceptual Change*. Mahwah, NJ: Erlbaum.
- [16] Anderson, L.W. and Krathwohl, D.R. (2001). *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. New York: Longman.
- [17] Dunlosky et. al. (2013). Improving Students’ Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological Science in the Public Interest*, 14(1)4-58.
- [18] Birzhakov M.B. (2011). *Special types of tourism: a course of lectures*, M.B. Birzhakov. SPb.: SPbGIEU, p.70.
- [19] Sale, D. (2018), “Evidence-Based Creative Teaching: Key Components”, SoftChalk, Talk-Blog, (February 12), <https://blog.softchalk.com>.