

### FLEXIBLE LEARNING PRACTICES IN TOURISM COURSES

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#### Abstract

The design and delivery of quality tourist experiences will be the key focus for tourism and hospitality professionals throughout the 21<sup>st</sup> Century. This outcome will be promoted through educational design and delivery that meets the needs of a diverse range of students. Aspiring towards this aim, a process for introducing flexible learning practices is outlined and then applied to the development of tourism courses. To conclude, the utility of flexible learning practices and information and communication technology for delivery quality learning outcomes to students separated by geographic distances is critically appraised with reference to tourism course development.

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## **FLEXIBLE LEARNING PRACTICES IN TOURISM COURSES**

This paper discusses the development of tourism programs and units (courses) to promote flexible learning. The discussion is informed by current pedagogical thought in teaching practice and the role of new technologies to facilitate educational delivery. To guide the development process, four key elements pertaining to tourism education are considered; tourism professionals as recipients and beneficiaries of tourism education, tourism educators and students in the delivery of tourism education, flexible learning approaches to promote more effective student learning, and the iterative cycle of teaching and learning to guide course planning, teaching, assessment, and evaluation. The paper concludes with an assessment of the constraints and benefits posed by flexible delivery and the use of information and communication technology (ICT).

### **THE ROLE OF TOURISM PROFESSIONALS**

Competition for the tourist dollar this century will continue to mold the nature of the tourism industry. Consequently, techniques for marketing and delivering tourism products are becoming increasingly sophisticated, particularly as many operations compete directly in the global tourism market (Buhalis, 2000). For example, tourism-marketing techniques continue to improve through a combination of developments in ICT, forecasting methods, and research-based segmentation of tourists' needs and motives. Tourism providers are able to use these techniques to generate detailed client databases that effectively target new and repeat business (Oppermann, 2000). Similarly, tourism product delivery aspires to increasingly high standards in customer relations and services management. This professionalism is facilitated and reinforced through the growth of representative tourism bodies that provide professional accreditation, training, or specified standards of operation across industry sectors.

Hence, the design and delivery of quality tourist experiences will remain the key task for tourism professionals working in competitive markets. This need will become increasingly important over time because tourists, as they become more experienced consumers, will expect the standards of tourism products to be maintained or increased. Meeting customer expectations underpin the requirements for tourism professionals to hold a range of industry relevant skills and knowledge while keeping abreast of best practice within the tourism sector. The education of future managers in tourism will therefore play a key role in enhancing professionalism in the sector.

### **THE ROLE OF TOURISM EDUCATORS AND CHANGING STUDENT PROFILES**

“A curriculum for tourism needs to develop a tourism society not just as a society for business but one of society for all stakeholders” (Tribe, 2001, p. 447). Although tourism education should encompass goals beyond business training, many university educators will nevertheless expect their students to become competent managers and future business leaders within the tourism industry. To reach this goal, tourism educators carry the important responsibility of equipping students with the skills and knowledge to initiate or continue industry best practice. Educational outcomes should also provide logical thinking competencies (e.g., in analytical and creative thinking, problem solving, decision making, and management practices) appropriate for managing the dynamics of tourism. In addition, tourism students should gain an appreciation of specific workplace operations through applied studies or organizational placement (Leslie & Richardson, 2000).

Delivering quality tourism education will produce students that are able to make valuable industry contributions through enhancing standards, management, and operations across a range of tourism sectors and related activities. Although tourism studies at Australian universities are a relatively recent phenomenon, Tan and Morgan's (2001) study revealed that educators believed the majority of their students find positions within the tourism industry. As the industry comes to recognise the benefits of tourism-focused education, the need for tourism education opportunities will increase.

Traditionally, universities have required students to attend campus as a regular component of their studies. However, the delivery of print-based distributed materials and more recent developments in ICT have meant that educational opportunities are not limited to those students with access to university campuses. Changes to the ways in which education is delivered have paralleled a greater diversity in the demand for tourism education. This is supported by anecdotal evidence drawn from tourism educators. This evidence suggests that increasing numbers of tourism industry employees are requesting information about educational study options available at universities to upgrade their qualifications. Given the fragmented and geographically scattered nature of the tourism industry, it is not surprising that many potential students are located in regional areas without access to close-by universities. Even where there is an accessible campus, employees' work conditions do not always provide adequate flexibility to engage in education delivered through fixed and rigid on campus timetables.

Some categories of students also have limited opportunity to attend university campuses. For example, many full time workers begin part-time tourism studies to facilitate a career change. Other students have home-based responsibilities (e.g., raising children), or are subject a range of circumstances that can preclude regular university attendance (e.g., mobility constraints). These emerging student markets underpin the need for tourist educators to consider how quality educational outcomes can be delivered to meet the needs and circumstances of all potential students. Methods that promote better learning to both on and off campus students are encompassed in the following discussion of flexible learning practices.

## **FLEXIBLE LEARNING**

Flexible learning "aims to provide students with increased access to learning and to give them greater choice within the teaching and learning environment" (Murphy, Jamieson & Webster, 1998:1). Flexible learning practices place students at the *centre* of the learning experience. This is achieved through the students having control over their learning through pursuing self-directed goals within a context provided by the teaching framework. Flexible learning practices recognise the diversity among modern students encompassed by their "...unique backgrounds, experience, conceptual understanding, approaches to learning and personal circumstances" (Murphy et al., 1998:4). Based on a review of research, Murphy et al. list two primary benefits in designing more flexible learning experiences; the conceptualisation of knowledge and the range of approaches to learning.

The conceptualisation of knowledge refers to how people assimilate, evaluate, and construct new knowledge. This approach recognises that new information is interpreted and processed into knowledge within the context of an individual's existing mental concepts and cognitive framework. Flexibility in learning presumes that new knowledge is more effectively learned when it is delivered in consideration of an individual's prior learning.

The second benefit of flexibility concerns the range of learning styles and approaches that students use to learn. Many examples of these learning approaches and styles, often presented as bi-polar dimensions or theories, have been documented. These dimensions include sequential learning - big picture learning, surface learning - deep learning, and child learning theories - adult learning theories. Complicating the learning picture, the actual approach or style of learning can depend on the task as well as the individual's characteristics (Kolb, 1984). Flexible learning pathways assist by providing a choice of learning strategies for each teaching situation. Five pathways towards more flexible learning are now described.

## **FIVE PATHWAYS TOWARDS FLEXIBLE LEARNING**

Murphy, Fraser, and Webster (1999) list five pathways to enhance flexibility in university programs (e.g., degrees and majors of study) and courses; program structure, program content, course teaching and learning methods, course interaction, and course assessment. As these pathways demonstrate, flexibility in learning practice varies along continuums. This is an important point, as many programs and courses will require a certain degree of inflexibility due to pedagogical aims, availability of resources or because of university

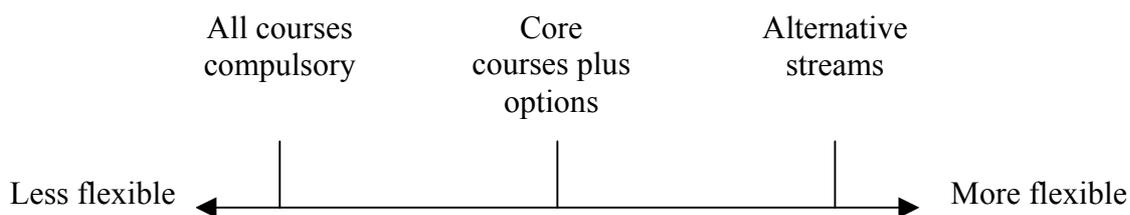
administrative practices. The decision to enhance flexibility should be taken where it will improve student learning.

### **Program Structure**

As shown in Figure 1, the program structure (i.e., the number, type, and interrelationships of courses) can be designed with degrees of flexibility. The appropriate structure will depend on the required learning outcomes (or aims). Specifying these outcomes is the first step in program design. Programs will normally encompass three to five broad outcomes. Each course within the program will have its own set of learning outcomes, set at appropriate cognitive levels, within the broader program framework. The cognitive difficulty encapsulated in these outcomes would normally build throughout the program's progression. For interested readers, Anderson and Sosniak (1994) offer a comprehensive discussion of learner cognition based on Bloom's well-known taxonomy and Ramsden's (1989) provides a critique on the usefulness, potential pitfalls and methods of developing learning outcomes and objectives for academic teaching.

Tourism programs in Australia deliver similar skill and competency based learning outcomes through introductory tourism courses (Wells, 1996). These often-mandatory courses introduce basic tourism principles and practices which then form a minimum prerequisite for more advanced tourism courses. It is beyond the scope of this paper to review appropriate content in tourism programs, however, there are a number of writings and studies in this area (e.g., Cooper, Shepherd & Westlake, 1996; Koh, 1995; Tan & Morgan; 2001; Tribe, 2001).

**Figure 1: Program structure (adapted from Murphy et al., 1999)**



Flexibility in tourism programs can be introduced in later years through optional courses (electives) or even alternative course streams. This builds on learning in the introductory courses. For example, tourism students may have the choice of either a business-focused or an environmental-focused study stream. Each stream will contain learning outcomes appropriate to different types of positions within the tourism industry.

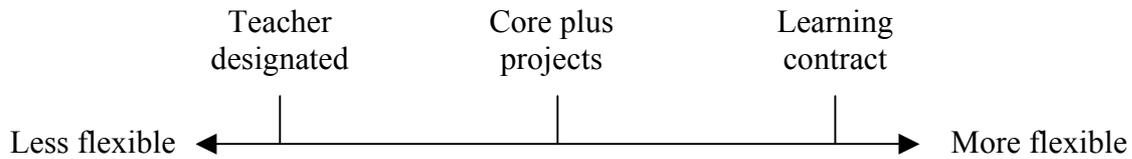
### **Course Content within Programs**

Course content will become more flexible where students have greater choice over what is learned. As with compulsory program structure, some content within courses may be deemed necessary and compulsory learning for all tourism students. Within a framework of course learning outcomes, learning objectives can be designed for compulsory (teacher designated) and optional learning content. Ramsden (1989:2) defines learning objectives as "specific statement of what students have to learn." These are best written in terms of what the students do (rather than what the teacher does). Ramsden provides a comprehensive discussion of this topic; perhaps his most important point being that objectives should be written in a form that allows students to gauge what they need to learn so that they can successfully complete the course.

Less flexible course content will be characterized by teacher designated course content for the entire course (Figure 2). A greater degree of flexibility occurs where the core content is supplemented through student choice among cases or projects, where each choice will enhance a particular aspect of the core content. The most flexible option occurs where students negotiate their own learning with the teacher. In this situation,

students determine what they wish to learn by structuring specific learning strategies to independently achieve the course learning outcomes (Baume & Baume, 1997).

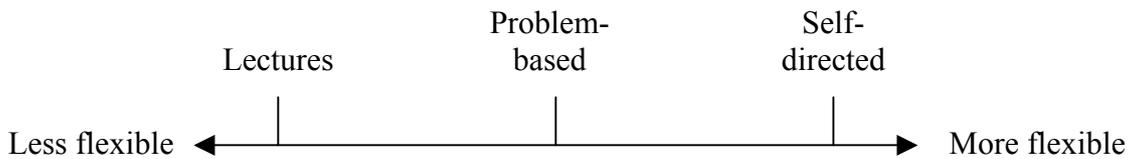
**Figure 2: Course content within programs (adapted from Murphy et al., 1999)**



**Course Teaching and Learning Methods**

Flexibility can be delivered through the methods used for teaching and learning (Figure 3). Formal lectures are designed primarily as one-way communication from the teacher to the student. Although efficient, lectures are a relatively inflexible teaching method. Techniques such as problem-based learning will enhance flexibility by allowing students to engage with structured content towards some meaningful outcome. Self-directed learning occurs where the student is provided with a range of options for learning. This can involve single or combined methods designed to suit the student’s particular learning style. For example, content can be delivered using visual concept maps or flowcharts, through aural explanation, by engaging in kinesthetic type activities or through specifying read/writing materials. Where required, these methods can incorporate self-paced learning at the individual student’s discretion.

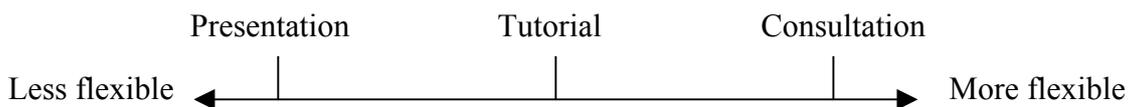
**Figure 3: Teaching and learning methods (adapted from Murphy et al., 1999)**



**Course Interaction**

Flexibility of interaction between the teacher and students and also among students themselves can vary within courses (Figure 4). Similar to formal lectures, student presentations largely involve one-way communication broken only with a question answer session to wrap proceedings. Tutorial allow for greater flexibility through less structured discussion involving group participation in response to set tasks and problems. Consultation is the most flexible type of student-teacher interaction. Commonly used for teaching research students, in this scenario the student discuss learning problems encountered directly with the facilitator. This provides an opportunity to solve individual learning dilemmas as identified by students.

**Figure 4: Interaction (adapted from Murphy et al., 1999)**

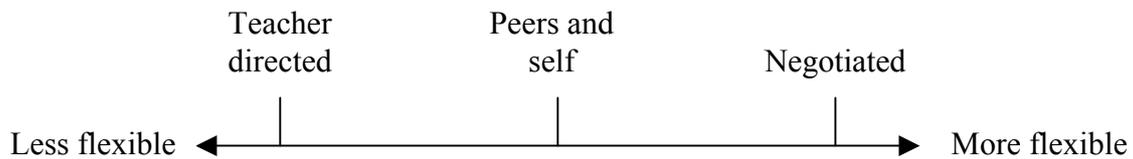


**Course Assessment**

Arguably the most important pathway towards flexibility concerns the method of assessment (Figure 5). Ramsden (1992) argues that assessment should be directly aligned to learning objectives. Therefore, assessment must be appropriate to the cognitive difficulty encompassed in the objectives. The flexibility of

assessment will also be dictated to some extent by the degree of flexibility offered through the four flexibility pathways discussed above. Being a contentious issue, there are voluminous discussion of the range, types, validity, and appropriateness of assessment in the higher education literature (see Royer, Cisero, & Carlo, 1993). The point noted here is that summative orientated assessment, such as final exams, is set primarily to determine student marks and grades. Directed by the teacher, summative assessment is relatively less flexibility compared to formative orientated assessment as the latter allows improvements based on review and feedback. Examples of formative assessment include group work reviews and presentations.

**Figure 5: Assessment (adapted from Murphy et al., 1999)**



Formative assessment by students or their peers can provide valuable feedback and learning even though it may not directly contribute to a final assessment grade. This process can reduce the teacher load and remove any pressures emanating from a final grading. The end result is to improve the assessment piece (and students' learning) before the final grading occurs while producing higher quality student work. The most flexible type of assessment is provided through negotiation between the student and the learning facilitator. In this situation, the student bears the primary responsibility for determining the appropriate learning objectives within the course learning outcomes. Using these agreed to objectives, the assessment criteria would be discussed and formalized in the form of a learning contract.

Taken together, the five pathways highlight that flexible learning can be applied through a range of means and in varying degrees. Although the focus of flexible learning is student-centered, teaching a course or course program is not considered flexible learning simply because the content is delivery through ICT. Also, as noted earlier, highly flexible programs and courses will not be appropriate for all learning situations and therefore introducing flexibility for its own sake is not appropriate. However, given the dynamic nature of the tourism industry and trends towards life long learning, university teachers should consider the benefits of flexibility options in student learning. The decision to incorporate and retain flexibility should be taken where it can be demonstrated to improve this learning. This involves a gradual process of implementation and evaluation introduced through the iterative cycle of teaching and learning. As discussed below, applying this cycle to the teaching and learning process allows the gathering of data for evidenced-based improvements to students learning experiences.

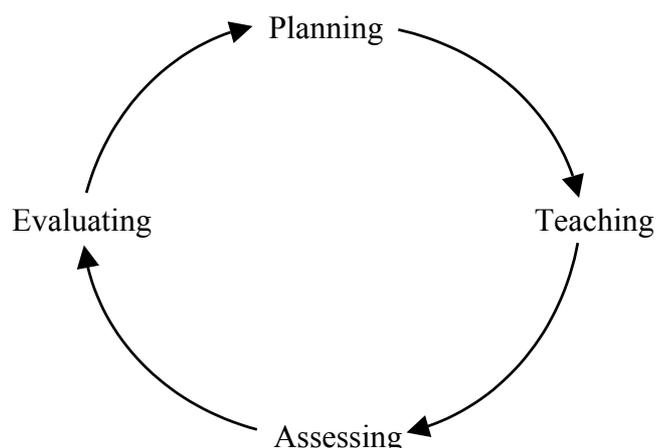
## THE ITERATIVE CYCLE OF TEACHING AND LEARNING

The iterative cycle of teaching and learning (Figure 6) presents program and course development delivered through an ongoing cycle. This four-step approach to teaching practice in higher education has been outlined by Ramsden (1992).

As the cycle presented in Figure 6 indicates, course development is an ongoing process initiated through planning. This stage requires course designers to specify the changes in understanding expected from the students (Ramsden, 1992). According to Ramsden, teachers usually require students to learn both substantive elements (key ideas) and procedural methods relevant to a discipline. These changes should become embodied through well-constructed learning outcomes (general statements of educational intent written from a student's point of view) and objectives (specific statements of what a student has to learn).

The method and content used for teaching should be developed in the context of the learning outcomes and objectives determined in the planning stage (Biggs, 1996). The most appropriate combination of methods are those that allow students to engage in the subject matter in a way that promotes *deep* learning (Ramsden, 1992). Deep learning is characterised through intrinsic interest in the task, leading to better integrated and more enduring learning outcomes (Prosser & Trigwell, 1998).

**Figure 6: The iterative cycle of teaching and learning (Centre for Higher Education and Learning, 1999).**



The teacher should also determine whether students have achieved the desired learning outcomes. This is the primary role of assessment. Assessment has a range of other functions concerned with motivating students, providing them with feedback, and differentiating among standards (Gibbs, 1999). In fact, Gibbs (p. 41) notes that assessment “is the most powerful lever teachers have to influence the way students respond to courses and behave as learners.” Like teaching, the choice of assessments can be made from a diverse range of options (e.g., multiple-choice questions, written essays, and demonstrated competency). The assessment choice will be influenced by its ability to provide a valid appraisal of student performances in relation to the learning objectives. The assessment can either promote formative learning of course information (e.g., a feedback test prior to final evaluation) or provide a summative evaluation of learning (e.g., end of course exams).

The final stage in the cycle (Figure 6) is evaluation. Evaluation provides future guidance for course and program improvement. Evaluation should gather information from a range of sources including students’ performances, views of course teachers, and other course elements such as the suitability of learning objectives developed and defined in the first three stages. Data can be gathered in many forms. For example, teachers may keep diaries, record students’ overall performances, obtain peer review of the course and teaching practice, and request formal or informal student review of the course. This information is then compiled and used to critically reflect on the success of the learning experience for students. The aim of evaluation is to improve the future quality of teaching delivery and student learning (Ramsden, 1992; Schön, 1995).

To conclude this overview, the parts played by professional needs, education goals, flexible delivery, and the cycle to pursue ongoing teaching and learning improvements have all been considered. Taken together, these elements provide the framework that encompasses the justification, tools, methods, and practices for developing and improving tourism courses at universities.

## **COURSE DEVELOPMENT**

Tourism programs have been taught within the author’s Faculty of Business and Economics for approximately ten years, with similar courses are offered in other Australian Universities (Wells, 1996). For business students, the program has been delivered through a six-course undergraduate tourism business major or a four-course tourism business specialization. As the program progresses, students gain and build on skills and knowledge developed from the introductory tourism course. Although the majority of students in the program undertake business degrees, in recent years increasing numbers of young and mature age students have been drawn from education, science and arts studies. The tourism program has been previously offered on two university campuses in Australia, delivered in Singapore through a locally-based education partner, and by worldwide distributed learning using print based materials.

As the program was designed initially for business students completing an integrated package of complementary tourism courses, guidance and directions for non-business students was limited. Increased program flexibility (refer back to Figure 1), has been introduced by limiting the prerequisite to the introductory tourism course. This has provided the potential for diversified student profiles and backgrounds beyond the norms of typical business students. Conversely, the reduction of prerequisite tourism learning can result in knowledge gaps among these students in areas of business and tourism management studies.

This increased flexibility of course entry presents a range of challenges and opportunities in redeveloping courses to meet the needs of all enrolled students. Introducing greater flexibility in this situation can assist all students in meeting their specific learning needs. To achieve this outcome, the courses can be redeveloped by adhering to the learning and teaching cycle (Figure 6).

### **Stage 1: Planning for Flexible Learning**

The initial planning for course redevelopment requires an investigation of the skills and knowledge that students should learn and be able to demonstrate. This necessitates assumptions about the minimum learning common to all students (e.g., generic study and basic research skills and analytical thinking ability). Decisions are then made concerning students' particular educational needs (through review of all the program outcomes), the content to be delivered, the medium of delivery, and the form of assessment. These decisions should also consider and adhere to university teaching policies and administrative requirements.

Following the decision making process, broad learning outcomes can be developed for each course. These should then be refined through alignment to the appropriate level encapsulated by Bloom's taxonomy of cognitive domain complexity represented along a six level continuum: knowledge, comprehension, application, analysis, synthesis, and evaluation (Anderson & Sosniak, 1994). For example, one broad learning outcome for the final year project management course is: *Produce a professionally presented report that proposes new tourism venture justified through social, biophysical, economic, marketing and financial criteria.* This outcome falls into the most complex cognitive domain of *evaluation*.

The learning objectives for courses should be developed within the context of learning outcomes (Ramsden, 1989). These can be grouped into distinctive, although related, topics areas. An example of a specific learning objective for the financial topic area in the above course is: *Demonstrate a positive net present value for the project over a 10 year lifespan given an opportunity cost of capital of 10%.* This objective falls within the *application* domain of cognitive difficulty.

The process of writing the learning outcomes and objectives in suitable language is difficult, time consuming, and laborious. However, it does provide clear parameters and direction for identifying appropriate learning content and also facilitates the development of suitable learning materials.

For each topic, learning materials should be sourced from a range of academic and other publications. In this program, courses are delivered either by on campus lectures supported by readings or through self-paced print based materials. All students, whether on campus or off campus, have access to an online website teaching package supported by the university. Guidance in the presentation of electronic information is provided by Misanchuk, Schwier & Boling (2000). The major restriction in these courses common for all students are the calendar deadlines applicable to assessment tasks.

### **Stage 2: Teaching by Flexible Learning**

Course materials and delivery should include a range of introductory information, including the intended learning outcomes, the rationale for meeting these outcomes, a discussion of ethical considerations where the course requires applied research, and assessment information. Print based materials in conjunction with recommended texts are the minimum requirement for off campus students. On campus students are able to attend three-hour teaching sessions consisting of lectures, seminars and tutorials delivered by the teacher. The web-based information may to some extent duplicate other teaching materials but can also added new course features. Printed materials for each topic within courses will include:

- Learning objectives
- Explanatory material and topic overview
- Topic readings
- Assessment information and checklists

The web-based supplement will include:

- Interactive quiz to test current knowledge in relation to the learning objectives (web based)
- Audio lectures, lecture slides and notes (web-based)
- Hotlinks and online readings
- Chat rooms/ monitored online discussion
- Assessment checklists
- Student web pages

Following a review of learning objectives and the overview for each topic, the students may use the website to complete an online interactive quiz (multiple choice format). This quiz can be designed to provide automated feedback to incorrect answers and so demonstrate to students their current knowledge and skills in relation to the learning objectives. This formative task can be designed solely for indicating to students the extent of further study they required for that topic and so make no contribution to the student's final assessment outcome. The underlying purpose of this self-assessment is to enhance the flexibility of course content through indicating what the student need to concentrate on relative to their pre-existing skills and learning. Students can then complete a checklist for each topic to ensure that the relevance of key ideas and tasks are considered for upcoming assessment.

Students can interact with the teacher and other students using a variety of methods. For example, on campus students can meet in the tutorial or seminars and also liaise with the teacher via direct consultation. All students (on and off campus) will be able to discuss the assessment with the teacher or participate in discussion groups via e-mail or telephone. This adds flexibility in interaction (see Figure 4).

### **Stage 3: Assessment by Flexible Learning**

The assessable component of courses should be broken into both formative and summative tasks. A mixture of norm and criterion referencing should be utilized (Jacobs & Chase, 1992). For some tasks, the concept of negotiated assessment via learning contracts can be implemented (Knowles, 1990). This requires students to structure and plan the steps and tasks necessary to complete the final assessment. The teacher, following suitable revisions, approves this formative assessment. However, it remains the teacher's responsibility to ensure the work is achievable and the standard of difficulty among students is relatively similar.

Other assessable tasks can allow students to study a topic related to their interests while providing a common benchmark for comparison (e.g., essays). Another option is to set largely a summative piece of assessment where students are rated on the same task and criteria (e.g., exams). Regardless of the form of assessment used, the rating criteria, linked directly to the learning outcomes and objectives, should be provided to the students before assessment submission.

### **Stage 4: Evaluating by Flexible Learning**

Courses can be evaluated through a number of means including peer review of materials, teaching diary, and students' evaluations of the learning experience. This provides information and data that allows a reflection on the teaching and learning experience. The information is then used for the next planning stage in the teaching and learning cycle. The information is also useful for identifying constraints and benefits pertaining to course redevelopment.

## **CONSTRAINTS POSED IN DELIVERING BY FLEXIBLE LEARNING AND USING ICT**

Considerable effort is involved in developing an integrated and flexible learning package delivered through ICT technology. The process requires time, resources, and commitment through all stages of the cycle. This includes a detailed *deconstruction* of the teaching process, rationale and content, plus learning the operation of software technology. Many tasks, particularly in the planning stage, also require the technical assistance of computer technicians and educational designers. The implementation phase necessitates the teacher to monitor the website and respond by e-mail to relevant points in student online discussions. This interaction is beneficial to students but costly in terms of the teacher input required. Many on campus students may also see electronic access to lectures as a preferred alternative to attending lectures.

Students can also experience constraints in this process. For example, not all students will have access to the necessary computer technology required to access a course web site. The web-based duplication of materials is also frustrating or confusing for some students. Students with computer access may also have to bear the costs associated with ICT, for example dial-in costs to an Internet provider and printing costs from web sites. Moreover, delivery of web-based information is often slow and cumbersome, particularly in regions with rudimentary communication infrastructure.

Like the teacher, students also need to learn the fundamentals of the web-based software. Although this is quite straightforward for students familiar with this type of ICT, some students have little prior knowledge of computer operation. Others can be too busy or have too little interest to concern themselves with course *add-ons* presented through a website. Moreover, the encouragement of student interaction can be difficult in cyberspace without a link to formal assessment tasks. These constraints must lead to serious consideration about whether to fully integrate ICT into tourism courses.

## **ADVANTAGES OF IMPLEMENTING FLEXIBLE LEARNING AND ICT FOR COURSE DELIVERY**

The chief advantage of the process is that it forces the teacher to consider in detail what the students are required to learn. This improves the teacher's understanding of both the content and how it is best delivered. Although the use of ICT does not need to influence this process, it does allow the opportunity to learn more about its role and use in the teaching process.

The students are also advantaged through the delivery of a well-thought out and integrated learning package. The flexibility built into courses allows students to tailor learning to meet their needs and also motivates them to take a greater share in the ownership of their learning experience. The use of ICT also benefits students separated geographically through the opportunity to link into a classroom type learning experience during online discussions, undertake interactive online assessment and access lectures. This not only overcomes some problems of isolation often felt by distance education students but also can have specific benefits for disadvantaged (e.g., physically disabled) or culturally diverse students that may feel more comfortable interacting in cyberspace. Overall, the opportunities created by ICT for interaction for people separated by geographic distance provide the teacher and other students with valuable learning opportunities.

## **CONCLUSION**

There is little doubt that technology will influence university teaching; the important task is to use it to enable fundamental changes to our approach to teaching and learning. That is, to facilitate a teaching and learning transaction, that is collaborative and develops students who think critically and construct knowledge meaningfully (Garrison & Anderson 2000:33).

This paper has explained the linkages that can be made between providing more flexible learning and integrating this with teaching delivery using ICT for the development of tourism courses. As Garrison and Anderson argue above, greater consideration of students' approaches to learning will become increasingly important as technology provides easier and improved access to students with diverse backgrounds and

experiences. It is hoped that this paper contributes to continued focus on student learning outcomes enhanced by improved teaching practices. The improvement of student learning about all facets of tourism will ensure that university graduates make a valuable contribution to tourism industry professionalism and development.

#### **AUTHOR NOTE**

This paper is based on a project undertaken by the author as part of a Graduate Certificate in Higher Education, offered through the Centre for Higher Education and Development, Monash University. An earlier draft of this paper was presented at the 11<sup>th</sup> Australian Tourism and Hospitality Research Conference, Canberra, February, 2001.

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