Harvesting Knowledge
Innovation in Tourism Education

37th Annual
ISTTE Conference

Conference Proceedings

International Society of
Travel & Tourism Educators

October 17—19, 2018
Niagara Falls, New York

Disclaimer: The research reported in these conference proceedings remains the responsibility of the individual researchers/authors.

General Information

The International Society of Travel & Tourism Educators (ISTTE) is an international organization of educators in travel, tourism, and related fields representing all levels of educational institutions. Our membership ranges from professional schools and high schools to four-year colleges and graduate degree granting universities. The current membership is comprised of educators in the United States, Canada, Mexico, Australia, the Netherlands, New Zealand, Great Britain, Korea, China, Taiwan, and others.

Our 2018 Conference theme was "Harvesting Knowledge Innovation in Tourism Education", several sessions were devoted to this, and a wide range of topics related to education, research, and management in the field of travel, tourism, and hospitality services.

While the overarching conference theme was, empirical and conceptually based academic research Harvesting Knowledge Innovation in Tourism Education, contributions were welcomed in a variety of other areas including the following broad subject themes:

Paper Themes

1. Emerging issues in travel, tourism and hospitality education and training
2. Innovative and creative teaching and learning methodologies
3. International travel and tourism issues and trends
4. Curriculum Design and Development
5. Impacts on the travel and tourism industry
6. Online Education

All submitted papers represent original research that has not been presented in other conferences or published in a journal. Each proposal was examined in a blind review process by the Paper Review Committee.

Types of Proceedings Papers:

In these Proceedings, papers have been listed in the order they were scheduled to be presented at the conference and are designated either (F) Full Research Paper or (W) Working Paper.

Authors were able to request to have the entire paper published or "abstracts only" for the purpose of publication in the conference proceedings. Those requesting, "abstracts only" are eligible to publish in other journals after the conference and those papers are designated in the Table of Contents with an "*".

Recognition of Review Committee

CHAIR-RESEARCH PAPER AND WORKSHOPS

Mimi Gough
Purdue University Global

The following reviewers were selected to serve on the ISTTE 2018 review committee because of their expertise and commitment to excellence in the tourism industry and tourism education.

Their service to the 2018 ISTTE Conference is sincerely appreciated.

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W=working paper
F=full paper

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W=working paper
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1. **Experiential Consumption and Learning in A Farm Tourism Destination: The Case of Spice Route Winery in South Africa**

Ady Milman
Rosen College of Hospitality Management
University of Central Florida

Robin Back
Rosen College of Hospitality Management
University of Central Florida

Asli D.A. Tasci
Rosen College of Hospitality Management
University of Central Florida

Abstract: *The farm-based activities typically include participating in a variety of undertakings like self-harvesting, corn mazes, festivals, private events, classic hospitality services like bed and breakfast, food, wine and beer tastings, or agricultural learning like hands-on workshops. The goal of this study is to explore visitors' experiences in an Agritourism destination and to unveil the main appeals while visiting the tourist attraction. Specifically, the purpose was to discover if learning was a main motivation for visiting an agritourism destination. A cross-sectional survey was conducted at a major winery, Spice Route, in Cape Town, South Africa. While many tourist attractions, including heritage tourism sites, museums, and theme parks aim to communicate the educational aspect of the experience, this was not the case in this study.*

2. **Am I Prepared To Enter The Industry? A Study Of Potential Hospitality Education Graduates And Their Future Within The Industry**

Gilpatrick Hornsby
James Madison University

Abstract: *Recent research has shown that a large number of hospitality education graduates are leaving the hospitality industry before completing their third year. While several reasons have been identified explaining this early career departure, a mismatch between students' learned competencies and employers desired competencies has been repeatedly evaluated as an antecedent to departure. The current study will extend the literature on this mismatch of competencies by examining graduating seniors' perceptions of preparedness and asking them to evaluate their level of proficiency in employer desired competencies. Both qualitative and quantitative data will be collected via an online questionnaire developed from previous literature. The data will be collected from graduating senior enrolled in a capstone course. Data will be analyzed and theoretical/practical implications for hospitality education will be identified. To date, three of the five cohorts of graduating seniors have completed the survey. After data have been examined for incomplete responses, 55 useable responses have been evaluated. The top five themes identified as areas where they did not feel prepared were: understanding financial statements, life skills, managing people, the technical aspects of the industry, and current software systems.*

3. "REINCARNATION" And "FORTRESS BESIEGED": Impacts of Traditional Chinese Philosophical Values on Modern Chinses Rural-Urban Migrants at Rural Destinations

Zhenhao (Mark) Meng
Department of Hospitality and Tourism Management
Indiana University Kokomo, U.S.A.

Liping A. Cai
School of Hospitality and Tourism Management
Purdue University, U.S.A.

And

Ying (Tracy) Lu
School of Human Environmental Sciences
University of Kentucky, U.S.A.

Abstract: *This study investigates the motivations and psychological states of Chinese rural-urban migrants while returning to rural tourism destinations. Particularly, this study examines them by incorporating traditional Chinese philosophical values. The study identifies the unique Chinese philosophical values of "old home/hometown" as a key factor of motivation for rural-urban migrants returning to rural destinations. "Fallen leaves return to the roots" is another key philosophical value in Chinese migrants' minds, driving them to return to rural regions. Values of "reincarnation" and "fortress besieged" mean that those migrants tend to yearn for the benefits of both urban and rural living, and they therefore choose to move between the two frequently, which also reflect their ambivalent mentality while traveling between rural and urban regions, switching their lifestyles, rather than permanently settling down in one location.*

4. Whom Do You Hang Out With? Friendship Formation to Foster International Students' Employability in the Hospitality Industry.

Malte Martensen, Jan Pieper, Hannah Nagler, Florian Hummel
School of Business and Management
IUBH University of Applied Sciences, Germany

And

Nicole Davis
Hospitality and Tourism Administration
Southern Illinois University, USA

Abstract: *Skilled migration is a key mechanism in tackling the severe talent shortage in the hospitality industry. To tap into new talent pools, developed countries not only target professionals from other countries but also try to attract international students. Prior research shows that for international students there is a robust relationship between having host country friends and satisfaction, decreased homesickness, and social connectedness. Our research-in-*

progress empirically investigates the link between international students' patterns of friendship formation, the significant role cultural adaptation plays, and their effects on employability and actual employment in the host country. We track a large sample of international hospitality students from 50+ countries throughout their studies in Germany to their first employment after graduation. Our longitudinal study intends to add to the literature of cultural adaptation and employability, as well as to the discourse of skilled migration as a way to tackle talent shortage and labor market challenges.

KEYWORDS: International students; Cultural adaptation; Skilled migration; Employability; Hospitality; Longitudinal study.

INTRODUCTION

Like other developed countries, Germany faces the challenges of a shrinking workforce. With a fertility rate of 1.5 children per woman, the population is expected to decline by 10 million people by 2060 (Federal Statistics Office, 2015a, 2015b). Adverse effects on the social security system and the economy of the country are foreseeable (Süssmuth, 2009). Today's economically active baby boomers will retire by 2035, creating 21 million inhabitants over the age of 67 (equaling 25% of the overall population), and a considerable skill shortage with it. The hospitality industry is expected to be particularly affected by these demographic changes (Heise, 2017). To address the labor market shortage and encourage skilled immigration, the German government has significantly reformed its migration policies which now belong to the most liberal ones compared to other developed countries (Gesley, 2017). One intervention is a stronger integration and retention of international students. International students are particularly suitable candidates for the labor market of their host countries because they are highly qualified and already gained experience in the host countries' cultures. As of 2012, international graduates are allowed to stay in Germany and look for skilled employment for up to 18 months after their graduation. This regulation is supposed to ease the access to the German labor market and consequently retain international graduates for the German economy (Mayer, Yamamura, Schneider, & Müller, 2012). Reports reveal that foreign enrolment in Germany reached 340,305 students in 2016, not that far off from the country's aim to enroll 350,000 students by 2020 (ICEF Monitor 2017).

So far, however, the increase in qualified migrants has only translated into viable employments to a limited extent: about 30% of international students in Germany are still unemployed one year after graduation (Morris-Lange & Brands, 2016). A major obstacle in their search of employment is the lack of personal and professional networks. The better international students connect with host country students, the better they can improve their host country language skills and build friendships. These personal networks serve as a guide that helps internationals become more familiar with employment opportunities and workplace cultures in the host countries.

THEORETICAL BACKGROUND

International students form three types of friendships based on the purpose that they serve: (1) co-national friends who affirm and express the culture of origin; (2) host national friends who aid in fulfilling academic and professional aspirations; (3) multinational friends who are mainly for recreational activities (Bochner, McLeod, & Lin, 1997). Hendrickson, Rosen, and Aune (2011)

propose a *Friendship Network Grid* to discover how the strength of these different types of friendships affects satisfaction, contentment, decreased homesickness, and social connectedness of international students. Those international students with a higher ratio of host national friendships reported higher levels of satisfaction, contentment, social connectedness, and lower levels of homesickness. The authors conclude that strong friendships with co-nationals put up a barrier to adapting to local culture as students keep on identifying with their own culture. On the other hand, more frequent and intense contact with host nationals accelerates the adaptation process as it exposes international students to the local culture and in so doing, helps them understand it (Kim 2001).

Our research seeks to explore how host national friendships affect cultural adaptation and how this acculturation process can translate into employability and employment using the number of friends in the host country as a proxy. Our research question is formulated as follows: "*How does cultural adaptation influence host country employability of international students?*" Apart from the *Friendship Network Grid* by Hendrickson et al. (2011), Granovetter's *Weak Ties* (1973) as well as Pool and Sewell's *CareerEDGE Model* (2007) and the *Heuristic Model of Employability* by Fugate, Kinicki, and Ashforth (2004) serve as the theoretical foundation for our research model.
RESEARCH MODEL

We base our model (see Figure 1) on the overall hypothesis that cultural adaptation is a main driver for international students to be employable in the host country. We measure cultural adaptation by the number of friends and the share of host country friends in one's network. In addition, we evaluate whether home-country and host-country identification could play a role in measuring this construct. Furthermore, motivation and drive as well as work experience and skills are hypothesized as antecedents of employability. These constructs cover the aspects of willingness to do a job and being able to do a job in terms of prior work experience and/or certain skills. Special emphasis is put on host country language skills as key factor influencing international students' employability. We use study performance (i.e. grades) as a proxy for measuring these constructs. We control for age, gender, cultural cluster and partner's cultural cluster (as measured by *GLOBE* dimensions, cf. House at al., 2004).
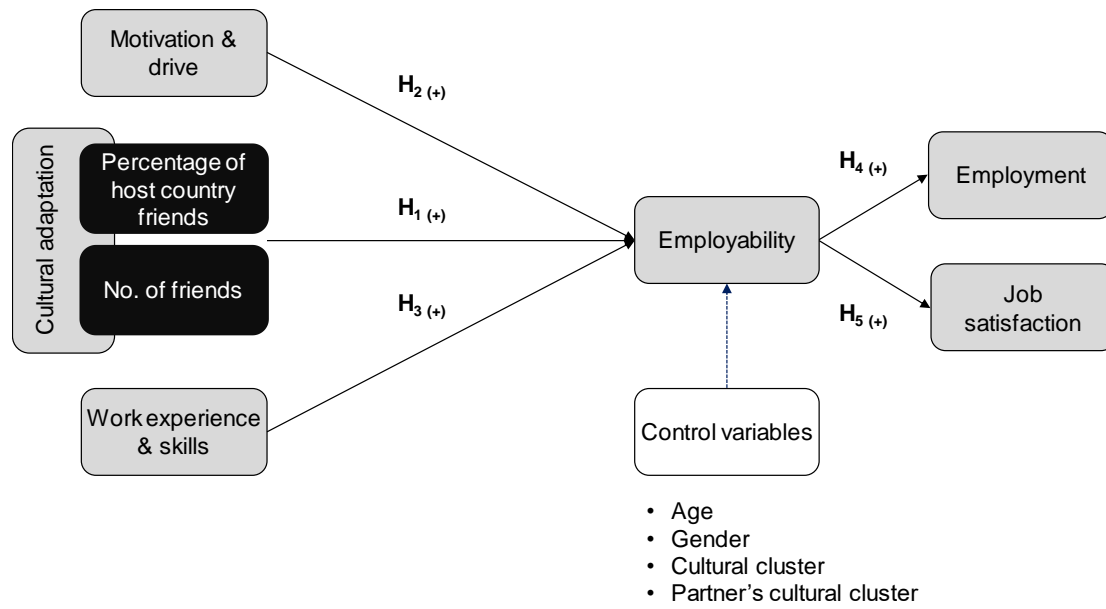
Figure 1. Proposed Research Model.

We hypothesize that host country employability positively influences both actual employment as well as job satisfaction. That is, both host country employment and job satisfaction are ultimately influenced not only by motivation and skills but also by the number and share of host country friends. We thus derive the following hypotheses:

H₁   *Cultural adaptation positively influences host country employability.*
H₂   *Motivation and drive positively influence host country employability.*
H₃   *Work experience and skills positively influence host country employability.*
H₄   *Employability positively influences employment.*
H₅   *Employability positively influences job satisfaction.*

Data will be gathered twice a year. Our sample consists of international hospitality and tourism students coming from 50+ countries. German students will serve as a control group. We will use students' matriculation numbers as unique identifiers, so we are able to measure changes in cultural adaptation and employability over time. We will conduct a final data collection six months after graduation to measure actual employment (e.g. in terms of salaries) and job satisfaction. Our hypotheses will be tested by means of structural equation modelling.

IMPLICATIONS

Our longitudinal research design allows for relevant insights into the process of friendship formation and labor market success of international students ultimately contributing to our knowledge on how to successfully implement skilled migration policies on a societal level. Our findings may help hospitality companies both tap into new talent pools and increase retention rates of young potentials and skilled labor from abroad. Hence, we not only add to the literature of cultural adaptation and employability in the hospitality industry, but also to the discourse of skilled migration as a way to cope with talent shortage, skills mismatch and demographic change.

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5. Learning through Florida Wine Tourism

Robin Back
Rosen College of Hospitality Management
University of Central Florida

Ady Milman
Rosen College of Hospitality Management
University of Central Florida

Asli D.A. Tasci
Rosen College of Hospitality Management
University of Central Florida

Abstract: *Florida wineries offer diverse products and services with not only local culture and nature but also diverse events and experiences for holistic learning experiences. The objective of the study is to assess visitor motivations and if learning is a major motivation to visit wineries in Florida. A cross-sectional survey was conducted both on visitors who visited a Florida winery in the past 12 months and residents living around wineries in Florida. The results show that learning motivations were not among the top list for neither residents nor visitors. These results imply the necessity of highlighting in marketing communications the products and services that facilitate learning.*

6. Benefits and Challenges of Class-Level International Exchange Experiences in the Field of Tourism and Leisure: Knowledge Harvested In South Korea And China

Suh-hee Choi
Tourism College
Institute for Tourism Studies, Macao, China

And

Sung-hun Choi
School of Physical Education and Leisure Studies
University of Ulsan, South Korea

Abstract: *This study reports two cases of faculty-led, class-level online international collaboration in the field of tourism and leisure between two tertiary educational institutions in Ulsan, Korea, and Macao SAR, China. This study illustrates the organizing process of the collaborative experiences, attempted as an out-of-the-class group activity in 2015 and as online joint classes about leisure and sports tourism in 2018. Students' reflections reveal that the students not only broaden perspectives in understanding leisure patterns and sports tourism of*

two different countries but they also build intercultural confidence and appreciate novel ways of learning experiences. Despite the challenges with class scheduling, adjusting course content, accommodating the language difference, and handling technical issues, among others, benefits from such an educational experience call for further attempts and accumulation of knowledge about effective organization and educational outcomes of online international joint activities in this educational context.

KEYWORDS: Faculty-led international collaboration; Intercultural confidence; International joint class; Online education.

INTRODUCTION

The educational benefit of intercultural exposure as part of tertiary educational curricula for youth has been well documented in different fields. In the field of general education, the overall educational benefit of direct and indirect intercultural experiences has been reported with indicators such as intercultural effectiveness (Chen, 2007; Pedersen, 2010), intercultural competence (Jackson, 2015; Peng & Wu, 2016), intercultural sensitivity (Anderson, Lawton, Rexeisen, & Hubbard, 2006), and intercultural communication competence (Koester & Lustig, 2015; Martin, 2015), among others. The foci mostly have been on students' outbound study abroad experiences, which are conducted relatively long-term as forms of student exchange, international internship experience, volunteering, and service learning (Yang, Webster, & Prosser, 2011). Short-term educational experiences have been defined in several studies as the ones which span at least a few weeks (Anderson et al., 2006; Nguyen, 2017). Another stream of research on this topic has been done in geography education, highlighting the students' benefits in terms of global exposure, better understanding of different geographical regions, methodological training with real-world experiences, and the enlightening experience by being exposed to unusual and unexpected reality (Glass, 2015). The focus often has been the benefit of field-based active learning (Lloyd et al., 2015) in addition to intercultural exposure (Mullens & Cuper, 2015).

Despite the increase of international travelling and study abroad programs, such opportunities and the research about international education tend to be geographically biased. The majority of studies have been done on the study abroad programs in North American and European countries. Furthermore, such opportunities are mostly limited to the students from a limited number of tertiary educational institutions with a certain degree of academic achievement (e.g., higher GPA) and with financial support. As shorter-term exchange activities are increasingly acknowledged to have educational benefits these days, increasing such attempts has been documented recently (Anderson et al., 2006; Nguyen, 2017). What is lacking in the body of literature is the course design and educational outcomes of faculty-led, class-level shorter-term international exposure for non-native English speaking students, which has become more easily facilitated through technical assistance.

Increased chances to use technology in class is one critical factor which enables easier organization of students' intercultural experiences. Technological development further facilitates not only online classes such as MOOC (edX, 2018) in hospitality and tourism education (O'Mahony & Salmon, 2015) but also other types of direct online participation in the educational scene, such as participating in online discussion forums, creating web content and sharing on online public platforms, such as social media, and on the web. Students' exposure to different

learning styles as well as the opportunities for active and collaborative learning have been the foci of supporting learning theories (Liburd & Christensen, 2013).

Such logistic and technical assistance can be found at both the class level and the institutional level. While utilizing online tools can be facilitated at the class level relatively flexibly by using discussion forums and by managing websites, institutions mostly assist class organizations especially where different educational actors are required to collaborate, such as student exchange programs (Deale, 2018). Cases about international collaboration using information technology have been mostly reported at the institutional level. However, there is an increasing need for sharing knowledge about diverse forms of faculty-led, class-level international collaboration, which enables flexibility in organization yet involves different types of challenges than institution-led designing of online international collaboration, so that both educators and students can benefit from experience sharing. The current case study focuses on one such example, where international student exchange is facilitated short-term, at the class level, and real-time, in the field of tourism and leisure.

Ideally, in class- or faculty-led international exchange for students, pedagogic concern is expected to be prioritized (Mullens & Cuper, 2015), however, operational issues not only faced in organizing faculty-led exchange programs but also in the general internationalized tertiary education environment are frequently and critically faced in the educational scene (Dewey & Duff, 2009). Therefore, in this case study, which illustrates faculty-led, class-level organization of intercultural experiences for students, both pedagogic and operational concern are addressed in seeking efficient educational outcomes.

This study aims to illustrate and report two types of online collaboration among students from the University of Ulsan (South Korea) and the Institute for Tourism Studies (hereafter IFT, Macao SAR, China), organized in 2015 and 2018 by two faculty members in the two institutions as parts of the tourism and leisure courses. The first purpose of this case study is to document the designing of the collaborate educational experience and to discuss the challenges of organization and resulting positive pedagogic outcomes of such international collaborative effort based on the self-reports of the two faculty members who designed and organized the joint class activities. The second purpose is to investigate the benefits and limitations of students' intercultural learning based on the students' reports about the experience. By doing so, research gaps are expected to be filled in by a better understanding of the challenges and benefits of organizing short-term inter-class international collaboration in an Asian context.

THE CONTEXT

1. Students' international collaborative online activities out of the class
During the period of March and May 2015, in "Leisure and Life," a course offered by the University of Ulsan and in "Recreation and Leisure Management," a course offered by IFT, students were assigned a group activity, which included interviewing students from each other's country to understand the leisure life of the students and people from each other's region. Before initiating the connection between the two classes, students were asked to complete another assignment about describing their own leisure pattern and motivations. After the completion of the students' tasks, the organizing professor from the University of Ulsan visited Macao to deliver a briefing about the Korean students' exchange experiences and leisure life of the residents in Ulsan

City.

2. Student exchange activities through online in-class interactions

In March 2018, online joint class sessions were held as a part of a course titled "Sports Tourism" at the University of Ulsan and as parts of the courses titled "Recreation and Leisure Management" and "Special Interest Tourism" at IFT. The two classes were connected online by using Skype.

The first session, in which IFT students taking Recreation and Leisure Management and the University of Ulsan students taking Sports Tourism participated, covered the following content:

- Introduction of Macao, Macao's leisure and recreation infrastructure and life
    - Facilitated by the two professors in Korean with the University of Ulsan students
    - Followed by a presentation by IFT students in English
- Introduction of Ulsan City, its leisure and recreation infrastructure, and the leisure pattern of the residents
    - Presented by the University of Ulsan students
- Q&A and discussion

The second session, in which IFT students taking Special Interest Tourism (Sports Tourism topic) and the University of Ulsan students taking Sports Tourism participated, covered the following content:

- Introduction of Macao
    - Materials prepared by IFT students
- Introduction of Ulsan City, its leisure and recreation infrastructure, and the leisure pattern of the residents
    - Materials prepared by the professor and students from the University of Ulsan
- Macao's sports tourism infrastructures and sports activities in Macao
    - Presented in Korean by the IFT faculty member
- Ulsan City and its sports tourism resources
    - Sports tourism resources presented by University of Ulsan students in English
    - Sports tourism infrastructure presented by the University of Ulsan faculty member
- Q&A and discussion

DATA COLLECTION AND ANALYSIS

Reflections from the two faculty members who organized the joint online classes are based on the self-reports and the analyses of their own experiences and the students' feedback. Results are reported based on the consensus of the two faculty members about their experience of the exchange activities.

Analyses of the students' reactions are based on the students' self-reports of the reflections in 2015 and 2018. In 2015, reflection papers on the out-of-the-class online international exchange

activities were collected at the end of the semester from the students from both institutions. Reflections from a total of 62 IFT students and a sample of 13 students from the University of Ulsan among a total of 62 students were synthesized and thematically analyzed (Braun & Clarke, 2006). Textual analyses of the students' reflections in 2018 are based on the reported reflections from the students from IFT. Students' reflections were provided anonymously at the end of the semester on a voluntary basis. The reflections were thematically analyzed, resulting in themes reflecting the experiences of the students.

RESULTS FROM THE EXPERIENCE IN 2015

Challenges with organization faced by the faculty members

The challenges existed both at the systematic level and the individual level. As the academic calendars are different across the two institutions, student exchange was facilitated after mid-term at IFT and before mid-term at the University of Ulsan. Furthermore, the course drop period was longer in the University of Ulsan than in IFT. As some Korean students dropped the class and stopped participating in the assigned tasks, re-matching efforts were required afterwards to accommodate unmatched individuals caused by such students. Similarly, as some Macao students were out of the town after final exams and during longer holidays such as Easter and Labor Day, some Korean students expressed concern caused by the delayed responses from IFT students. Ms. Hwang (University of Ulsan) expressed:

> *I waited for about 10 days after sending emails, but I did not hear from IFT students. First, I was angry and asked my professor the reason for that, and then I realized that happened because it's a holiday in Macao and they were away. Meanwhile, I received answers.*

Students' intercultural learning

Recognition of similarities

Students reported that they discovered similarities in lifestyles across the two countries. The similarities were revealed in terms of leisure types, leisure pattern caused by similar sociodemographic characteristics, and the similarities in attitudes towards leisure. Team 4 from IFT expressed, "Some students [from the University of Ulsan] spend leisure time shopping, watching movies and having tea time with friends. It is very similar to Macao students." Much evidence of the similarity of perceptions among the students from the University of Ulsan was revealed. Ms. Hwang stated:

> *The leisure activities of Macao students were not so different from those of us. When I asked what Macao students do during their leisure time, their answers were playing with smartphones, going shopping, hanging out with friends—the things that I also do.*

Ms. Jung echoed:

> *There was no big difference in the way Macao people spend leisure time – the type of leisure activities and the time to spend leisure time – basically. During the leisure time,*

Macao people usually take a rest at home, watch TV, exercise a lot, go shopping, and work part-time, and they mostly spend leisure time with family and friends.

The similarities in leisure pattern were revealed by students because of commonness in sociodemographic characteristics. Sociodemographic similarities were discovered by the students from both countries. Team 11 from IFT stated that the reason for similar leisure patterns is because "we are not rich enough to have other leisure activities, and one important reason is that we are all college students." Similarly, Ms. Lee (University of Ulsan) reported:

Similar to us, Macao people are involved in leisure activities when there is no class or no work. Although it is a different country from mine, the IFT interviewee's life, studying during the exam period, not being able to enjoy leisure, and hanging out with friends when time is allowed, was similar to me.

Most students from the two countries expressed consistently that the similarities they found were different from expectations. Finding such commonness through this intercultural activity appeared to have a few outcomes, including 1) an increase in familiarity; 2) a sense of commonness; and 3) a change in the original way of thinking.

First, after the discovery of commonness, students expressed that they felt more familiar with the counterpart than before; as Ms. Lee noted, "I felt more familiar [with the interviewee] than before [after discovering the same leisure pattern], so I could interact with XXX [the interviewee] more closely like real friends. Ms. Jung expressed similarly, stating, "It was a good opportunity to feel familiarity in that the leisure pattern is beyond similarity and almost the same.

Second, students expressed, after the discovery of similarity in leisure pattern and the attitudes towards leisure, that they felt commonness in the way people live. Mr. Kim (University of Ulsan) expressed that he "realized that leisure activities do not necessarily need to be different in different counties. That is, as long as one does something that he/she wants during the time and the place he/she wants, all of them are leisure, and those are a smart use of time."

Third, students expressed that the interaction was the opportunity to realize that the prejudice that people from different regions live very differently is wrong (Ms. Lee), and the glamorized fantasy about the exotic way of leisure life spent among foreigners was corrected through the online interactions. Ms. Hwang said,

I have fantasies about foreign countries; I felt regretful to realize that my expectation of Macao students playing basketball under the sun was wrong. I felt embarrassed to myself who had been misunderstanding [about different lifestyles] after getting to know that.

Recognition of differences

As expected, students illustrated that, through the online exchange, they discovered differences in leisure pattern in different regions. Team 3 from IFT expressed, "this invaluable opportunity enabled us to see the differences of leisure activities between two regions, helping us to understand that different leisure behaviors are the outcomes of different cultures."

One remarkable pattern is that students perceived that the students from the other region generally had more diverse leisure choices than their own, even after having been informed that Macao is a very small region and there are limited leisure options available. From IFT students' perspectives, Ulsan appeared as having more leisure options. IFT students showed a tendency to emphasize the limitations in resources when they reflected on their own leisure pattern and when they told of their leisure life to the Korean counterpart. According to Team 2 from IFT, "In Macao, hiking and camping are not as popular as in Ulsan because Macao has a shortage of land resources and the outdoor area is very limited."

Team 5 from IFT illustrated:

. . . they [i.e., Koreans] like hiking and skiing. I think it is because the geographic element is different between the two places. Korea has many mountains, but Macao doesn't. So, the Korean students like hiking and skiing as their leisure activities.

Team 7 from IFT echoed, stating,

Macao is a very small city and there are not many places provided for leisure activities. Therefore, Macao people focus on their leisure activities indoor. But, Korean people always do their leisure activities at outdoor, and the government provide many places to let their citizen to do their leisure activities. Korean people always do exercise at bigger outdoor venues.

University of Ulsan students also expressed that they had more limited leisure options than IFT students. Ms. Byun expressed,

Different from the Macao students, students in Ulsan have limited leisure options. Macao students travel a lot; on the other hand, people in Ulsan do a lot of activities in the town. Furthermore, there are not that many school events in Ulsan.

Increased perception of students' intercultural competence through the interactions

Students showed increased levels of confidence and comfort in intercultural interactions after the exchange activities. Students first expressed nervousness in the initial stage of interactions, and then showed improvement of intercultural confidence. Mr. Lee (University of Ulsan) said,

Before contacting the Macao students for the first time, I was concerned a lot. I think I was nervous too much because I almost had no chance to interact with foreigners individually other than in language conversation classes.

In many other occasions, students described the process of overcoming nervousness and becoming more confident in interactions. Mr. Park (University of Ulsan), for instance, expressed an increased sense of comfort after the interactions:

I expected the interaction would be formal because completing the assignment was the main task for us. However, after talking with him [i.e., the IFT student], I realized that

was my mistake. After having a lot of conversations, now I feel comfortable interacting with him.

Common reflections were found from IFT students. Team 13, for example, illustrated:

At the beginning, some students did not want to join the chatting group and were shy to talk. But afterwards, all of them accepted our invitations. The Korean students were nice and showed interest in knowing our leisure activities in Macao. Some of them asked quite a lot of questions and we also were pleased to share our opinions.

Benefit and future intention expressed by students

Students considered it as a good opportunity to interact with people from a different country. Team 6 from IFT stated, "This assignment gave a chance for us to communicate with students from another country—Korea." Similar expressions were found from the University of Ulsan students. Ms. Choi said,

It was good to interact with friends from Macao. Without this experience, it is hard to contact friends from other countries directly. It was a very meaningful experience because I could interact with friends from another country.

In specific, students expressed the benefit of learning unknown aspects of the other region as well as their own. Students expressed an opportunity to reflect on their own leisure pattern and found the interactions as an opportunity to improve their life. Mr. Kim stated,

I learned from Macao students who said, when they spend time on work and leisure together, they also tend to work more efficiently. I thought I should invest time for myself more."

Mr. Park stated it as an opportunity to think about his own life once again, saying the attitudes of the Macao students "appeared to be different from the emotions Korean students have with the pressure from study and part-time work." He added, "I thought that students including me should live a more relaxed life than previously."

Some students considered this student interaction activity as an opportunity to learn about another country in more holistic perspective. Ms. Jung who had visited Macao, expressed that she discovered a different aspect of Macao through the interaction:

I have been to Macao this February. By completing the task this time, I acquired a chance to interact with the students in Macao, and it was an opportunity to understand Macao more in detail. As Macao is a tourist destination, when I visited there as a tourist, it was so nice, and I wanted to live there. However, after hearing from IFT students that the residents are suffering from traffic congestion and a lack of adequate places for diverse activities, I realized that it is not always a good place. I felt thankful that I can enjoy diverse activities in Ulsan.

Last, the online interactions appeared to trigger students' intention to visit each other's region, meet each other in person, and experience leisure activities by visiting each other's region. Mr. Lee (University of Ulsan) said, "I will keep in touch after I finish this assignment. We may meet during the trip. The Macao student is studying tourism and he may visit Ulsan for business in the future, so I felt I wanted to meet her sometime. Ms. Park expressed intention to visit Macao: "When I have a chance to visit Macao, I will experience leisure activities which are not available in Korea."

RESULTS FROM THE EXPERIENCE IN 2018

Challenges with organization faced by the faculty members

Logistics and scheduling

The time zone difference in the two regions where the international joint classes took place was a significant challenge. In this case, an hour difference in the time zone in combination with the difference of class scheduling at the university level (i.e., 1.5-hour time slots vs. 2-hour time slots) required additional coordination of the class time for the online connection. Second, the academic calendars of the two institutions are different. The new semester at IFT starts in January and the semester lasts till mid-May. On the other hand, the new semester at the University of Ulsan starts in March and lasts until mid-June. As March is the beginning of the semester in Korea, students participated in the joint online sessions after acquiring only limited instructions of the online classes during the first week of the semester. The class time for the two classes were different, and rescheduling of the class time for the joint online classes was inevitable.

Language barrier

For the joint classes in which non-native speakers of English participated, coordinating the language differences was a challenge. The speed of the classes was slowed down when the two faculty members provided lectures and translated students' statements into each other's languages. One of the purposes of these joint sessions was to provide opportunities for those who have limited intercultural experiences and who have relatively lower levels of intercultural competence and foreign language proficiency. Therefore, it was not desirable to exclude those with limited language proficiency.

Technical barrier

Even with overall good local internet connectivity, it was not perfectly guaranteed that the online connection would go smoothly during the actual sessions. Even after another rehearsed session before the actual classes, the two classes experienced intermittent unstable internet connections. Furthermore, without the instructors' sufficient knowledge of the hardware tools utilized for videoconferencing, any technological failure without consistent monitoring and assistance from the technological assistant department caused interruption to the classes.

Different preferences across different countries over the videoconferencing tool caused the need to come up with a consensus about the platform to use. This time, the pros and cons of Skype, Cisco Webex, or Google Hangout were estimated, and finally Skype was selected as the platform for the connection. We initially suggested that all the students install Skype and join the main

chatting room, and we also tried Google Hangout as a supplementary tool to connect. Because of the limitation in the number of accounts available for participation and because of the different internet speed for each device, using multiple channels did not contribute to the enhancement of each student's opportunity to participate using his/her individual device.

Class content

Because the two classes in Korea and Macao had different overall course objectives and content, and because of a lack of initial knowledge among the students about the two countries and regions, the course content for the joint classes had to be adjusted. The topics for the two sessions – leisure infrastructures and life in the two regions and sports tourism infrastructures in the two regions – were carefully chosen to conform to the objectives of both courses. Challenges still existed because of the different academic calendar of the two institutions. It was at the beginning of the semester in Ulsan when the joint class was being held. At IFT, the topic covered was new for students; however, students had relatively more time to prepare for the joint sessions. Additionally, because of the limited time available for students to prepare, only a few students volunteered or had a chance to participate in the active presentation during the sessions. Because of the different academic calendars, time was limited to link the students from the two countries and facilitate extended interactions before or after the class online among students.

Students' experiences and perceived benefit

New cultural experience

Eight IFT students explicitly stated the sessions were new opportunities of cultural experience. Students' statements of the experience of different cultures not only covered national and regional differences, but students also expressed different classroom atmospheres as another cultural experiences. Students such as ID 5 emphasized national-level experience achieved from the joint class: "It was a good chance for both the University of Ulsan students and us. We could learn about the Korean culture, especially that in Ulsan." Students such as ID 12 emphasized the educational cultural experience more than others: "It was a very interesting experience to interact with other students, and we both got to know about the classroom environment of each other's institution." ID 22 considered these joint classes as "a medium for us to know more about the teaching atmosphere in Korea." ID 23 expressed, "It helped me to understand more about how Korean universities look like."

New learning experience

Two IFT students explicitly indicated novelty, which contributed to reducing the level of class boredom. ID 10 stated, "online interaction session with the University of Ulsan students is a very novel attempt." ID 22 used the word 'creative' to illustrate the novel pedagogic approach of the session. The sense of novelty was indicated by the students based on the class format and technology. For instance, ID 29 expressed, "this was my first time that I had an online class with a foreign college."

Triggering future motivation to interact continuously with each other

Even with this short-term online interaction, a few students indicated their desire to learn more about each other, especially by visiting each other's region. Student ID 10 stated, "After this session, we can try a face-to-face exchange, [and I want to] ask the [University of Ulsan] students to come to Macao to interact with us. It will be a good experience for all."

Pros and cons of technology

While the students appreciated the facilitation of technology for the sessions, two students pointed out the technical glitches. ID 11 pointed out that "the sound was unclear." ID 36 also pointed out that "we could not hear the information very clearly" because of the internet connection issue. ID 16 appreciated the opportunity to meet other students without going to another university in advance. ID 21 said, "It was high-tech."

Language barrier

Five students noted the language barrier issues, mostly perceiving that Korean was used excessively because many Korean students used Korean during Q&A and discussion and then the content was translated into English by Korean professors. This was inevitable especially because English was not the requirement in the Korean class. Students from the two different countries appeared to have different expectations towards language usage in the joint classes. The Korean students expected to have their Korean presentations translated by faculty members into English; on the other hand, IFT students mostly expected a language usage environment similar to their ordinary class sessions—using English in class. For example, many students, including ID 5 suggested, "I think it is good for us to communicate with each other in English."

Time limitation

Students expressed disappointment about not being able to fully communicate with each other because of the time constraint. For instance, ID 32 revealed a lack of current opportunities to interact with people from different cultures, saying "I think more opportunities should be offered to us in order to interact with different people from different cultures. I think we did not have enough time to communicate due to the time limit."

Overall perception

Descriptive words found from most students were "interesting" and "good." Seven student respondents directly stated "interesting" to express the impression of the sessions. Five students directly mentioned "good" or "nice." In addition, one student stated the experience as "memorable and useful." One student used the word "special" to describe the experience.

DISCUSSION

Students, overall, expressed appreciation of the opportunity to interact with each other through the interaction activities. Enhancement of the familiarity with other cultures and intercultural competence were observed from the interactions. Students expressed that they discovered differences and similarities in lifestyle and the classroom atmosphere through the

online interactions, and intercultural learning and life sharing appeared to facilitate such an enlightening process. Increased familiarity with the other culture and increased levels of intercultural competence also were revealed to lead to future intention to continue interactions with the counterpart, to visit each other's region, and to host the counterpart. Although challenges involved with the coordination existed, these forms of interaction appeared to provide benefit, especially in the following aspects:

1) Relatively cost-efficient and time-efficient class experience to interact internationally;
2) Not excluding those with limited financial resources as long as the language difference can be managed;
3) Especially good starting point for those with limited intercultural experience with low levels of perceived intercultural competence.

Student interactions in 2015 especially provided benefit in that students could flexibly utilize time for communication and in that the nature of interaction was active rather than passive, facilitating active learning (Liburd & Christensen, 2013). Students completed most of the tasks independently without relying too much on the instructors after getting connected to each other. Educational outcomes, therefore, appeared to exist not only in completing tasks and understanding better about the leisure pattern in both regions but also in understanding each other's country more holistically through casual communication.

These two cases illustrated that, for such faculty-led, class-level international collaboration, compared with institution-led, longer-term student exchange programs, different aspects of challenges and risk factors, mainly originating from the gaps in academic systems, culture and language differences, and technical issues, need to be addressed. Students' reflections revealed educational benefits, directly and indirectly related to the courses, including deepened understanding of the topic, increase in intercultural competence, opportunities of international exposure, increased interest in different cultures, exposure to diverse teaching methods, and decreased boredom in class.

CONCLUSION

This study reflects students' needs to increase opportunities to interact with people from different cultures in association with the educational experience in tourism and leisure. The cases utilized in the study show the benefit and limitations of international collaboration in the form of out-of-the class exchange assignments and joint classes in the tourism and leisure field organized at the class level. Even with globalization and the increased opportunities of students to travel internationally and to interact with foreigners, this joint effort still is deemed a new approach of interacting internationally with students in the classroom settings, thus providing a novel learning experience and meeting foreign students in a unique circumstance, covering topics relevant to the course contents from two courses, and, at the same time, enhancing understanding of each other's country and region. This case study also addressed that organizing online joint classes is one way to provide an opportunity to interact internationally, especially for those who have limited resources and opportunities to travel internationally and those who have limited chances to meet people from other cultures.

This case study has limitations in that students' participation in providing reflections was not mandatory, and the reflections of the students used for the analyses may have been partly

biased accordingly. Furthermore, analyses of students' reflections on the joint classes in 2018 were based only on IFT students' feedback because the time of analysis was before the end of the semester in Korea, and unveiling students' reflections on the joint classes during the semester may at least potentially bias final evaluation of the students. Last but not least, as the investigation was based on limited available experiences and sources of data, further syntheses of the cases about faculty-led, class-level international collaborative effort in tourism and leisure education in different countries is expected to provide additional insight and encourage more diverse attempts in different institutions in efficient manners.

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7. Writing the History of the Hospitality Degree Program at Niagara College Canada: Pathways and Possibilities

Dr. Heather Clark
Niagara College Canada
Niagara-on-the-Lake, Ontario, Canada

Dr. Adam Weaver
Niagara College Canada
Niagara-on-the-Lake, Ontario, Canada

Abstract: *Has the time arrived for hospitality and tourism scholars to start documenting the histories of their degree programs? This paper discusses a possible approach to writing such histories. A distinctive feature of the four-year honours hospitality degree program at Niagara College Canada is that it is offered by an educational institution that is not a university. The characteristics of the institution will be an important consideration for this research as will the actions of those who have championed the development of the degree. This paper proposes a tentative road map for a historical study of a hospitality degree and offers guidance to others contemplating similar work.*

8. Why Hospitality Graduates Leave the Field

Wayne Smith, Ph.D.
Department of Hospitality &
Tourism Management School of Business
College of Charleston

Jeremy Clement, MBA, PMP*
Department of Hospitality &
Tourism Management, School of Business
College of Charleston

Abstract: *The hospitality industry continues to grow worldwide and skilled, qualified labor is consistently in demand. Despite this demand, graduates from hospitality focused higher education programs continue to matriculate and make career choices that lead them away from the field. Understanding this phenomenon and the drivers behind these decisions are important to both hospitality educators and employers alike.*

The purpose of this study is to explore the underlying rationales of why graduates and young professionals who complete a degree with a major or minor in hospitality and tourism have left the industry. This paper integrates the Integrated Career Change Model to identify key factors that cause graduates of hospitality programs to change career fields.

9. Assessing Hospitality Employees' Needs and Expectations of Adult Higher Education

Katie Devany
Organizational Studies and Hospitality Management
Saint Louis University

Alma Torres Rojo
Saint Louis University

Abstract: *Many positions within the hospitality industry such as hotel and food service managers along with most line-level positions value experience over formal education and require only a high school diploma. To this end, higher education institutions are grappling with the dichotomy of offering engaging hospitality curriculum that meets the needs of market and employer demand while providing relevant experiences, skills, and abilities perceived as valuable by prospective and current students. The purpose of this study is to assess the educational needs of those employed within the hospitality industry. A descriptive quantitative research design is used to identify those factors which either promote or inhibit the pursuit of various educational opportunities. A series of chi-square tests for independence provides analysis for further discussion including anticipated implications for the hospitality industry as well as higher education administrators and concludes with observed limitations.*

10. IMPACTS OF TOURISM ON ETHNICITY-BUILDING AMONG UIGHUR AND KAZAKH SERVICE PROFESSIONALS IN XINJIANG, CHINA

Yang Jiao
Department of Anthropology
Miami University, U.S.A.

Yunzi Zhang
Business Department
Northern Marianas College, U.S.A.

and

Zhenhao (Mark) Meng
Department of Hospitality and Tourism Management
Indiana University Kokomo, U.S.A.

Abstract: *This study investigates the sociocultural impacts of tourism by Han tourists on identity and ethnicity of Uighur and Kazakh service professionals in Xinjiang Uighur Autonomous Region of China. Xinjiang's historical and cultural landscapes attract millions of tourists within and outside of China. In developing tourism in the region, issues have arisen about national and ethnic identity-building. Through preliminary interviews with Han tourists, this paper suggests that tourism in Xinjiang strengthens the identity of ethnic Uighur and Kazakh service professionals. Such identity is manifested through the locals' interactions with the Han tourists. Han tourists visit Xinjiang mainly because of its exotic culture, history and environment, which help locals raising their awareness of the importance and value of their uniqueness and identity. On the other hand, the ethnicities of Uighur and Kazakh service professionals become a commercial tool that tends to over-generalize the ethnic traits, which are perceived exotic by the Han tourists. Therefore whether tourists can still experience and learn authentic local culture and ethnicity remains questionable. This inspires future discussions on solidarity of regional identity in the context of cross-cultural tourism within a nation.*

11. Attitudes towards other Cultures before and after Tourism & Sport Experiences – A Review of the Literature

Hanno Michail Martens
Cologne Business School, Germany

Abstract*: The paper reviews the literature on cultural attitude effects through sport and tourism experiences. As studies on sport tourists attitudes of other cultures before and after their trips are scarce the literature review looks at sport and tourism settings individually. Besides the research gap on cultural attitude effects through sport tourism, the literature review shows that studies on attitudes before and after sport and tourism experiences show a two main methodological limitations. Firstly, to analyse potential attitude changes data collection before and after the studied setting as well as some time after the studied setting are useful. Most research focuses on one point in time. Secondly, research on attitudes has focused on standard numerical scales. This ignores the complexity of the attitude construct and fails to address reasons for potential attitude changes.*

12. A community-of-learning in the making: Facilitating a subject on trends and issues in global tourism in a Master of Science program in Hong Kong

Honggen Xiao
School of Hotel and Tourism Management
The Hong Kong Polytechnic University

Abstract: Allowing learners to define by themselves what to study on a subject, and reversing their roles as facilitators and/or leaders of discussion on a topic of their choice are innovative and interactive, as well as effective and challenging ways to address learners' need and achieve intended learning outcomes of a subject. This working paper reports on such an "experimental" attempt in facilitating the learning of a Master of Science subject in a hospitality and tourism program in Hong Kong. "Trends and Issues in Global Tourism", a graduate-level elective subject, is used as an instance for this pedagogic study. At the outset, a community-based exercise is done to build and reach consensus on what to be studied and discussed as subject contents, and who amongst the learners themselves to prepare for content presentation and facilitate class discussions on a topic of their choice. The elective nature of the subject brings together a small group of registered participants who share intense interest in the study topics. Through supporting "autonomy" in the modes of delivery, knowledge is mobilized and learning is made interactive amongst the subject's registered participants themselves, as well as between the subject's facilitator and the student learners.

Keywords: A community of learning, teaching and learning, trends and issues, tourism education

Introduction and Context

Student learning as a subject has been extensively researched in the tourism education and teaching/learning literature. Hsu, Xiao and Chen (2017), in a recent review of tourism education research, reported a variety of perspectives being examined in prior studies. For example, in terms of using tools, technologies and approaches to improve teaching and enhance learning, their review found that educators have stayed abreast with modern technology and pedagogy. Prior research has also focused on students' perceptions of digital tools for learning (Ali, Murphy & Nadkarni, 2014), as well as perceptual learning styles in virtual learning environment (Hsu, 2011). Zahra (2012) assessed the use of learning journals to enhance authentic learning. Cumming (2010) reported a study on the effectiveness of student-initiated group management strategies in enhancing learning and group work experience. Miller, Milholland and Gould (2012) reported an overall positive student attitude toward technology use in achieving active learning outcomes through interactive engagement. Moreover, Penfold and van der Veen (2014) looked at learning approaches of Confucian heritage culture students in Hong Kong. They found that, in contrast to the teachers' perspectives on students adopting surface learning, the majority of students embraced deep learning in this subject study.

In the broad paradigmatic context of knowledge development and education, communities of learning and interactive classrooms have been the trend, and learning style and learner preference have emerged as major themes of research. A number of studies in tourism and hospitality education have addressed learning style and learner preference in conjunction with teaching methods (Maumbe, 2014), learning methods (Dale & McCarthy, 2006; Murphy & Jongh, 2011), classroom techniques and strategies (Brown, Mao & Chesser, 2013), pedagogical innovations (O'Halloran & Deale, 2010; Tomkins, 2009), and teaching effectiveness or teaching assessment (Gursoy & Umbreit, 2005; Kay, Moncarz, Petroski & Downey, 2008; Weber, Chandler & Finley, 2010, 2011).

In short, while learning styles, preferences, and pedagogical approaches vary, a notable trend from prior education research is for teaching and learning to depart from its traditional modes of convention, structure and isolation, towards one featuring interactions and student-centeredness, learning in leisure (or learning as fun), learning as an authentic experience, as well as the nurturing of communities of learning and practice. Presumably, a community paradigm of teaching and learning will have profound implications for tourism education practitioners.

Pedagogical Approaches and Observations

This working paper reports on a pedagogical exercise in the facilitation of learning of an MSc subject in a hospitality and tourism program in Hong Kong. "Trends and Issues in Global Tourism", a graduate-level elective subject (facilitated in the summer semester of 2018), is used as an instance for this pedagogical study. At the outset, a community-based Delphi exercise is done to both interactively and iteratively reach consensus amongst the small group of 16 students on the top ten major trends or issues that, they think (on the basis of literature and personal knowledge), will affect tourism in the future. Building on the consensus on major trends and issues, substantive contents for subject discussion and group presentations are agreed to be broadly relating to: Tourism and culture; Tourism and nature; Tourism and health; Sustainability, development and ethics; Information and technology; Gen Y and consumerism; Crisis and risks, and safety and security; and Trends and issues in specific industries or sectors.

After a scene-setting introduction and Delphi exercise in the first week, learners form two-member groups and begin to work on their selected topic for class presentation and leading discussion starting from the second week. As we move on, the student-centered approach takes firm stand, and the "teacher" has to change from his traditional role of a "lecturer" doing a predominant part of the lecturing or "talking", to now the role of a moderator or facilitator, who supplements students' presentation with any missing yet important information, offers commentaries or critiques on points of interests, and from time to time, takes notes as a matter of assessments or for subsequent interactions. The students' inputs to come up with contents for presentation and discussion are impressive. This could be largely due to the elective nature of the subject. The class consists of a small group of registered participants who share interest in the subject of study. In a way, to better prepare for a subject meeting and/or class discussions on a predetermined topic, the facilitator and the designated group have to even "compete" for content coverage and updatedness of information. Due to the engagement and the embeddedness of subject discussion, the conclusion session on "the future of tourism" is made prospective as much as retrospective or reflective. Overall, it is felt that, through knowledge mobilization amongst the peers with the "autonomy" in the modes of delivery, the learning on this subject regarding "trends and issues in global tourism" is made highly interactive amongst the subject participants themselves, as well as between the subject's facilitator and the student learners. Nonetheless, facilitating a subject like this could be both a challenging and a rewarding experience for a "teacher".

Implications, and What Next?

In retrospect, from its syllabus, the subject description and learning objective read, "The environment within which tourism takes place is constantly changing. This subject provides students with an opportunity to familiarize themselves with the current trends and issues that are having or will have an impact on the tourism industries. By researching a diverse set of issues

and sharing their findings with peers and colleagues during presentations, students will gain in-depth insights into the current state of tourism development at the global, regional and/or local levels. The subject takes a macro approach to trends and issues. Students will find the discussions and interactions useful when they are studying more specific or specialized aspects of the tourism industries. By nature, a diverse range of topics will be explored and discussed in the study of this subject".

In light of communities of learning and interactive classrooms being the trend of pedagogy, the same approach could be applied to other similar contexts, particularly to open-ended subjects at the graduate level or targeted at a small group of adult learners.

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13. Tourism Education Innovation: A Case Study of Micro-Bachelor Project of Nankai University

Hanqin Qiu
Yanbo Yao
Pingping Hou
Xian Sun
College of Tourism and Service Management
Nankai University

Abstract: *MOOC provides a new knowledge acquisition channel and learning mode for learners in the Internet era. It has become a new learning approach, which provides an opportunity for innovation and curriculum reform of tourism higher education. The purpose of this paper is to propose a completely new model for tourism higher education through a micro-bachelor (MB) offered by MOOCS. With innovative learning pedagogy and alternatively educational models, the MB approach can effectively bridge the gap between academics and practitioners, foster international collaboration, and serving a much wider community through*

knowledge sharing. The research takes Nankai University's micro-bachelor project as a case to analyze the innovation concept, teaching and learning approach, course content development, study mode, and certification issues. With the advancement of internet, the micro-bachelor concept and practices have good development prospect and will bring much faster, more convenient and efficient learning service to the ever-changing behavior of the learners which will bring the opportunity to reform and reposition the tourism higher education locally and globally.

14. Functionality of Mobile Technology and Quality of Leisure Travel for the Chinese Millennials

Jieyu (Jade) Shi
School of Hospitality & Tourism Management
Purdue University

Alei (Aileen) Fan
School of Hospitality & Tourism Management
Purdue University

Liping A. Cai
Purdue Tourism & Hospitality Research Center
College of Health & Human Sciences
Purdue University China Center
Purdue University

Abstract: *The growing use of mobile technology significantly influences people's leisure travel and social life. This is especially true for Chinese millennials, born in China's one-child policy period, travel intensively with their mobile technology for communication and. The current study investigated the relationship between mobile technology functions (utilitarian, hedonic, and social functions), leisure travel quality, and mobile technology engagement. Results from regression analysis indicated that all three functions of mobile technology positively affect Chinese millennials' leisure travel quality when they use mobile technology for interaction during their trips. Moreover, leisure travel quality is a direct reason influencing Chinese millennials' engagement in mobile technology and all three mobile technology functions are indirect factors to affect Chinese millennial travelers' mobile technology engagement via leisure travel quality. This study is helpful for tourism practitioners to better understand this unique and important consumer groups and better serve them and engage them in the future.*

15. Tourism Diversity And Inclusion In U.S. Urban Planning Policies

Jianan Zhang
Hospitality & Tourism Management
Purdue University, USA

and

Liping Cai
Hospitality & Tourism Management
Purdue University, USA

Abstract: *The increasing trend of tourists from various background requires urban destinations to pay a closer attention to creating an inclusive and respectful environment for tourists and residents alike while enhancing the benefits from hosting them. As a comprehensive city plan serves as the general guide for future urban development, this study aims at understanding the extent to which tourism diversity and inclusion is reflected in the urban planning policies of the United States. Content analysis was employed to evaluate the presence of tourism diversity and inclusion in the planning documents of 10 U.S. destination cities. The results show that diversity and inclusion issues are inadequately and unevenly addressed across urban development elements. There is also a lack of tourism-focused diversity and inclusion policies. The study's findings and implications thereof are discussed in the context of shifting demographics of the traveling public.*

16. Human-Wildlife Interactions For Tourism In Natural Places: A Systematic Review

Xueting Dou
School of Hospitality & Tourism Management
Purdue University, U.S.A.

and

Jonathon G. Day
School of Hospitality & Tourism Management
Purdue University, U.S.A.

Abstract: *Tourists desire close interactions with wildlife for the satisfaction of aesthetic pleasure and emotional connection to nature. The non-consumptive human-wildlife interaction also has a potential to facilitate pro-conservation attitudes and behaviors. However, sound management frameworks and cautious implementation must be in place to minimize the anthropogenic impacts and ensure quality tourism experiences. As a result of the complexity of wildlife encounters in tourism, extant literature presents diverse and fragmented studies from which integrated implications are difficult to obtain. The present paper aims to use systematic review to provide a holistic understanding of previously investigated subjects, identify emerging trends, and indicate future research directions. A total of 47 academic journal articles have been reviewed, which cover a 15-year publication timeframe from 2003 to 2018, in a variety of leading peer-reviewed journals focusing on issues related to tourism and conservation. A wide geographical spread and diverse wildlife species and interaction types were identified, and three dimensions have emerged from the review, including ecological impacts of human-wildlife interaction, human dimensions—tourists as critical stakeholders, and managerial implications for sustainable development. The three dimensions are interconnected, and together they demonstrate the complexity of the phenomenon of tourist-wildlife interaction in natural places. Abundant research opportunities can be sought within one or across two or more dimensions,*

with which researchers can help develop a sustainable wildlife-based tourism industry and contribute to the global issues of conservation and biodiversity protection.

17. Economic Impact From Rural Craft Beer Tourism

Sylvia Smith
John Farrish
Jeb Asirvatham
Nicole Davis
Southern Illinois University

Abstract: *Craft beer tourism is growing, yet economic data is scarce. Additional research is needed from varying regions in the US. The main objective of this study is to collect baseline data for the economic impact of the craft beer industry and craft beer tourism in the southern Illinois region. The second objective is to identify attributes important to the craft beer enthusiast when choosing a destination. Finally, this research proposes to better understand the role of social media in shaping the tourism choices of craft beer enthusiasts.*

18. Does Size Matter? A Study Of Cruise Ship Size And Vessel Sanitation Program Scores Of Ships Sailing The North American Market

Scott Lee
Florida Gulf Coast University
Lutgert College of Business
School of Resort & Hospitality Management

Abstract: *The cruise industry is one of the fastest growing segments within the tourism market. Not only has the industry grown, but also the ships the cruise lines are building are bigger than ever. Bigger ships have been good for business, but are they good for the health and well being of passengers? This working paper investigates the ship inspection scores reported by the United States Center for Disease Control and ship size. Over 3,000 cruise ship voyages that have sailed on ships ranging in size from 25,000 gross registered tons to over 225,000 gross registered tons are investigated. All of the voyages investigated originated in U.S. homeports, but include voyages to the Caribbean, Bahamas, Bermuda, Alaska, Mexico, Hawaii, and even cruises to nowhere.*

19. A SOTL CASE STUDY: REFLECTING UPON STUDENTS' LEARNING OF EMOTIONAL INTELLIGENCE

Kara Wolfe
Department of Family & Consumer Sciences
Bradley University, USA

Astract: *Research has shown that emotional intelligence (EI) can be taught. One study measured increases in students' EI with different types teaching methods. This study focused on hospitality students in a practicum class and made recommendations for the future.*

20. Community College Transfer: Understanding Why Students Continue

Gilpatrick Hornsby
James Madison University

Abstract: *One of the primary functions of the community college is to provide a pathway to the bachelor's degree (Laanan, Starobin & Eggleston, 2010). Thus, several studies have investigated how to make the transfer process more efficient. Topics span from what the university can do to help the process, to what levels of preparation the community college needs to achieve for the student to be successful. There have also been several studies conducted that interview students and ask them about their transfer process and what challenges and barriers exist when acclimating to the new environment. While each of these studies are valid and pertinent, few have examined an underlying issue that may impact student success after transfer: why did the student choose to transfer? The purpose of this study is to continue this line of inquiry while filling the gap in understanding the antecedents of transfer intentions.*