Design in Tourism Education: a Design Anthropology Perspective

Kurt W Seemann

Available at: http://works.bepress.com/kurt_seemann/100/
The Routledge Handbook of Tourism and Hospitality Education

Tourism is much more than an economic sector; it is also a social, cultural, political and environmental force that drives societal change. Understanding, responding to and managing this change will inevitably require knowledge workers who are able to address a range of problems associated with tourism, travel, hospitality and the increasingly complex operating environment within which they exist.

The purpose of this Handbook is to provide an insightful and authoritative account of the various issues that are shaping the higher educational world of tourism, hospitality and events education and to highlight the creative, inventive and innovative ways that educators are responding to these issues. It takes as its central focus a dynamic curriculum space shaped by internal and external factors from global to local scales, a variety of values and perspectives contributed by a range of stakeholders, and shifting philosophies about education policy, pedagogy and teaching practice. A benchmark for future curriculum design and development, it critically reviews the development of conceptual and theoretical approaches to tourism and hospitality education. The Handbook is composed of contributions from specialists in the field and is interdisciplinary in coverage and international in scope through its authorship and content.

Providing a systematic guide to the current state of knowledge on tourism and hospitality education and its future direction, this is essential reading for students, researchers and academics in Tourism, Hospitality, Events, Recreation and Leisure Studies.

Dianne Dredge is Professor in the Department of Culture and Global Studies, Aalborg University, Denmark. She has 20 years’ experience as a tourism and environmental planner in various locations including Australia, Canada, Mexico and China. Dianne’s research focus is on tourism planning, policy and governance with a particular focus on the role of the state, relational and discursive policy development, community participation and capacity building.

David Airey is Professor Emeritus at the University of Surrey. He has been involved in tourism education for 40 years. He began his academic career at Surrey, then spent time with the UK Ministry of Education and with the European Commission before returning to academia in 1993. His research focuses on matters related to education and to tourism policy. In 2006 he received the UNWTO Ulysses Award for his services to tourism education.

Michael J. Gross is a Lecturer with the University of South Australia in Adelaide. His research and publishing focus are on hospitality management and tourism management areas, with particular interests in international education, development and internationalization of hospitality firms, China hospitality industry, destination marketing, destination image, lifestyle tourism, consumer involvement and place attachment.
The Routledge Handbook of Tourism and Hospitality Education

Edited by Dianne Dredge, David Airey and Michael J. Gross
Contents

List of figures x
List of tables xii
Notes on contributors xiv
Preface xxvii
Acknowledgements xxviii
List of abbreviations xxix

PART I
Introduction to the Handbook 1

1 Tourism, hospitality and events education in an age of change 3
   David Airey, Dianne Dredge and Michael J. Gross

PART II
Philosophical foundations 15

2 The curriculum: a philosophic practice? 17
   John Tribe

3 Ontological, epistemological and axiological issues 30
   Johan R. Edelheim

4 On the practical value of a liberal education 43
   Kellie Caton

5 The philosophical practitioner and the curriculum space 55
   Dianne Dredge, Pierre Benckendorff, Michele Day, Michael J. Gross,
   Maree Walo, Paul Weeks and Paul A. Whitelaw

6 Hospitality higher education: a multidisciplinary approach to 73
   liberal values, hospitality, and hospitableness
   Michael J. Gross and Conrad Lashley
PART III
The changing context

8 Information technologies and tourism: the critical turn in curriculum development
Ana Maria Munar and Mads Bodker
105

9 Neoliberalism and the new managerialism in tourism and hospitality education
Maureen Ayikoru
118

10 The role of Massive Open Online Courses (MOOCs) in the democratization of tourism and hospitality education
Barry O’Mahony and Gilly Salmon
130

11 Educational mobilities: mobile students, mobile knowledge
Kevin Hannam and Basagaitz Guerreño-Omil
143

12 Tourism Education Futures Initiative: current and future curriculum influences
Pauline J. Sheldon and Daniel R. Fesenmaier
155

13 Teaching responsible tourism: responsibility through tourism?
Richard Sharpley
171

14 International issues in curriculum design and delivery in tourism and hospitality education
Paul Baron
181

PART IV
The curriculum space: from global to local

15 Tourism and hospitality education in Asia
Cathy H. C. Hsu
197

16 Tourism, hospitality and events curriculum in higher education in Brazil: reality and challenges
Roberta Leme Sogayar and Mirian Rejowski
210
17 Educating tourism students in the South Pacific: changing cultures, changing economies
David Harrison

18 Challenges for the tourism, hospitality and events higher education curricula in Sub-Saharan Africa: the case of Kenya
Melphon A. Mayaka and John S. Akama

19 Making the case for tourism in UK universities
David Botterill and Robert Maitland

PART V
Curriculum delivery

20 Teaching about tourism in a post-disciplinary planning context
Caryl Bosman and Dianne Dredge

21 Promoting critical reflexivity in tourism and hospitality education through problem-based learning
José-Carlos García-Rosell

22 Transforming tourism education through Web 2.0 collaboration: the case of the global TEFI courses
Jamie J. Liburd

23 Approaches in the design and delivery of hotel/hospitality management undergraduate degree programmes within Australia
Norreen M. Breakey, Richard N. S. Robinson and Matthew L. Brenner

24 Lifelong learning in tourism education
Yahui Su

25 Work-integrated and service learning at HAAGA-HELIA Porvoo Campus in Finland: learning for life
Annica Isacsson and Jami Ritalahti

26 Embedded research: a pragmatic design for contextual learning—from fieldtrip to fieldwork to field research in Australasia
Ariane Portegies, Vincent Platenkamp and Theo de Haan

27 Teaching service quality, innovation management and other service considerations in the hospitality management discipline: using digital technology to facilitate student learning outcomes
Robert J. Harrington, Michael C. Ottenbacher and F. Allen Powell
## PART VI
### Issues and challenges

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Design in tourism education: a design anthropology perspective</td>
<td>Kurt Seemaa</td>
<td>371</td>
</tr>
<tr>
<td>29</td>
<td>The evolution of the employability skills agenda in tourism higher education</td>
<td>Petia Petrova</td>
<td>383</td>
</tr>
<tr>
<td>30</td>
<td>Employment and career development in tourism and hospitality education</td>
<td>Adele Ladkin</td>
<td>395</td>
</tr>
<tr>
<td>31</td>
<td>Industry engagement with tourism and hospitality education: an examination of the students’ perspective</td>
<td>Rong Huang</td>
<td>408</td>
</tr>
<tr>
<td>32</td>
<td>Generation Y and the curriculum space</td>
<td>Pierre Benckendorff and Gianna Moscardo</td>
<td>422</td>
</tr>
<tr>
<td>33</td>
<td>Groundswell: a co-creation approach for exploiting social media and redesigning (e-)learning in tourism and hospitality education</td>
<td>Marianna Sigala</td>
<td>440</td>
</tr>
<tr>
<td>34</td>
<td>Engaging students: student-led planning of tourism and hospitality education – the use of wikis to enhance student learning</td>
<td>Mandy Talbot and Carl Cater</td>
<td>460</td>
</tr>
<tr>
<td>35</td>
<td>Events higher education: management, tourism and studies</td>
<td>Donald Getz</td>
<td>476</td>
</tr>
<tr>
<td>36</td>
<td>Legend to launchpad: Le Cordon Bleu, gastronomy and the future of education</td>
<td>Roger Haden</td>
<td>492</td>
</tr>
<tr>
<td>37</td>
<td>What makes Hotel ICON a teaching hotel?</td>
<td>Tony S. M. Tse</td>
<td>505</td>
</tr>
<tr>
<td>38</td>
<td>Space for sustainability? Sustainable education in the tourism curriculum space</td>
<td>Andrea Boyle, Erica Wilson and Kay Dimmock</td>
<td>519</td>
</tr>
</tbody>
</table>
PART VII
Conclusions and future directions

39 Creating the future: tourism, hospitality and events education in a post-industrial, post-disciplinary world
   Dianne Dredge, David Airey and Michael J. Gross

Index
Contributors

David Airey is Professor Emeritus at the University of Surrey. He has been involved in tourism education for 40 years. He began his academic career at Surrey, then spent time with the UK Ministry of Education and with the European Commission before returning to academia in 1993. During his time at Surrey he has been head of School and Pro-Vice Chancellor, responsible for teaching and learning. He retired from his full-time post in 2009 and now continues at Surrey on a part-time basis. He currently holds a number of visiting professorships and fellowships and is involved in a range of projects. His research focuses on matters related to education and to tourism policy. In 2006 he received the UNWTO Ulysses Award for his services to tourism education.

John S. Akama received his PhD training in geography from Southern Illinois University and he is a founder member of tourism training at Moi University, Kenya. For many years, he taught both undergraduate and postgraduate tourism courses at Moi University and also participated in curriculum review and development. Professor Akama has undertaken extensive research in tourism policy and planning, destination management, sustainable tourism and curriculum development and has widely published in a number of journals and books. In 2009, he moved to Kisii University, where he now serves as Vice-Chancellor.

Maureen Aylkoru is a Senior Lecturer in Tourism Management at Anglia Ruskin University in the UK, having previously been at Middlesex University in London. Maureen graduated with a PhD in tourism from the University of Surrey in 2008, where she researched about the ideological influences in tourism in higher education in England. Her thesis examined the role of higher education policies and other authoritative texts in constructing and reshaping institutional practices in higher education and the ensuing implications. Maureen's research interests are in sustainable development and tourism in developing countries (Sub-Saharan Africa), higher education policies and theoretical/methodological issues in social (tourism) research.

Paul Barron is Reader in the School of Marketing, Tourism and Languages, Edinburgh Napier University. After an initial career in hospitality management, Paul commenced his academic career at Glasgow Caledonian University, during which time he completed an MSc in Human Resource Management at the University of Strathclyde. Paul then spent 11 years as Senior Lecturer at the University of Queensland, Australia, and gained a PhD which examined international students' educational experiences in Australian universities. Paul has authored over 50 articles in the fields of hospitality and tourism and served as Executive Editor of the Journal of Hospitality and Tourism Management for six years. Paul is currently Hospitality Subject Editor for the Journal of Hospitality, Leisure, Sport and Tourism Education.
Pierre Benckendorff is a Senior Lecturer and social scientist in the School of Business, the University of Queensland, Australia. He has more than 10 years of experience in education and research in the tourism field in Australia and internationally. Previous and current experience includes teaching and development of undergraduate and postgraduate curricula in introductory tourism management, tourist behaviour, international tourism, tourism transportation, tourism technologies, tourism futures and tourism analysis. Pierre has received a number of teaching and learning grants, awards and commendations including a national Carrick Citation for Outstanding Contributions to Student Learning. His research interests include consumer behaviour, the impact of new technologies on tourism, tourism education and tourism scholarship and epistemology.

Mads Badker is an Associate Professor at the Copenhagen Business School, Department of IT Management. His primary interests lie in the fields of human–computer interaction (HCI) and interaction design. Focusing on the domain of tourism, his current research challenges dominant assumptions within IT, HCI and technical work previously applied to tourism by focusing on experiential, affective and sensory perspectives. Inspired by human geography and phenomenology, his work emphasizes the understanding of tourist places as performances, and aims to inspire and derive implications for design of mobile IT services from place-oriented research methods.

Caryl Bosman is a Senior Lecturer in Urban and Environmental Planning in the Griffith School of Environment and a member of the Urban Research Program, Griffith University, Australia. She holds a PhD in Urban Planning, a Bachelor of Architecture and a National Diploma in Architecture. Caryl has worked in architectural practices in South Africa, London and Australia and taught in both architectural and planning degree programmes. Her current research interests focus on urban histories, urban design and suburban landscapes. Caryl has a special interest in studio pedagogy, planning for ideals of community, active adult lifestyle communities and placemaking discourses in tourist cities.

David Botterill is a freelance academic and higher education consultant, Visiting Research Fellow at the Centre for Tourism at the University of Westminster, London, Professor Emeritus in the Welsh Centre for Tourism Research, Cardiff Metropolitan University and Fellow of the Association for Tourism in Higher Education. He holds a Visiting Professorship at the Breda University of Applied Sciences, the Netherlands, and was a visiting scholar at James Cook University, Australia, in 2011, and the State University of Campinas (UNICAMP), Brazil, in 2012. Recent publications include: Tourism and Crime: Key Issues (2010) with Trevor Jones, Key Concepts in Tourism Research (2012) with Vincent Platenkamp and Medical Tourism and Transnational Healthcare (forthcoming) with Guido Pennings and Tomas Mainil.

Andrea Boyle, originally from England, gained an undergraduate award in law (LLB, Hons). She commenced a career in education as a teacher and designer of teaching material for vocational-related tourism subjects at a further education institute in northern New South Wales. For many years Andrea has been a lecturer for a range of subjects in the School of Tourism and Hospitality Management at Southern Cross University, Lismore, Australia. This included the role of unit coordinator for first-year core undergraduate units/subjects as well as Coordinator of the Work Integrated Learning final year Internship programme. Having completed the Graduate Certificate in Higher Education (Learning & Teaching) at SCU, she is now undertaking a PhD exploring education for sustainability within tourism higher education.
Contributors

Noreen M. Breakey joined the University of Queensland in 2005 in the hotel/hospitality management stream. Noreen has a wealth of industry experience, having worked in hotels, resorts, tour operations, travel agencies, events, and government in Australia and overseas. Over the past nine years, Noreen has occupied various teaching-related service roles, including the First Year Experience Coordinator, and the Undergraduate Program Director, and she is currently the Acting Program Director for Postgraduate Programs. Noreen has developed an international reputation for her research on tourism and hospitality education, provides advice on Academic Boards, and has been awarded for her teaching initiatives.

Matthew L. Brenner is a Research Assistant and PhD candidate with the University of Queensland Business School, Australia. With an academic background in accounting, he completed a Master of Science in Hotel, Restaurant and Institutional Management from Pennsylvania State University, USA, where he was subsequently engaged as an Instructor with the School of Hospitality Management from 2001 to 2006. Matthew is published in the foodservice management field and has also held culinary and foodservice management positions in hotels, resorts, restaurants and private clubs throughout Australia, Canada and the United States.

Carl Cater is a Senior Lecturer in tourism at Aberystwyth University, Wales, and his research centres on the experiential turn in tourism and the subsequent growth of special interest sectors, particularly adventure tourism and ecotourism. He has undertaken field research, supervision and teaching worldwide, including Australia, China, Malta, Nepal, New Zealand, Norway, Papua New Guinea, Tibet and Vanuatu. He has worked on projects for the Great Barrier Reef Marine Park Authority, New South Wales Department of Education, the World Tourism and Travel Council, Gold Coast City Council, the Gold Coast Adventure Travel Group, Tourism Queensland and the Tourism Society. He is a fellow of the Royal Geographical Society, a qualified pilot, diver, lifesaver, mountain and tropical forest leader, and maintains an interest in both the practice and pursuit of sustainable outdoor tourism activity. He has written over 20 papers and book chapters, is co-author (with Erlet Cater) of Marine Ecotourism: Between the Devil and the Deep Blue Sea (2007), and is an editorial board member of Tourism Geographies, Journal of Ecotourism and Tourism in Marine Environments.

Kellee Caton is Associate Professor of Tourism Studies at Thompson Rivers University, Canada. She received her PhD from the University of Illinois Urbana-Champaign in 2008. Her research interests include humanism in tourism, morality and ethics, consumer culture, the role of tourism in ideological production, the lived experience of tourism and its role in human development and epistemological and pedagogical issues in tourism. She sits on the editorial board of Annals of Tourism Research and the executive committee of the Tourism Educational Futures Initiative, as well as the scientific committee of the Critical Tourism Studies conference series. She also serves as chair of the university-wide curriculum committee of Thompson Rivers University.

Michele Day worked at Southern Cross University, Australia, from 1995 to 2013. Before joining the School of Tourism and Hospitality Management, Michele worked as a solicitor, specializing in professional negligence. Her teaching has covered business law, industrial relations, business ethics and human resource management. Research interests include workplace issues, with an emphasis on the commitment of casual hospitality employees in the hotel industry, and teaching and learning matters including student experience and future delivery options. Michele has also held a number of administrative roles relating to teaching and learning.
Theo de Haan is interested in the playing field – destinations – where tourism business, people and tourists meet. He is course leader of NHTV’s ITMC International Tourism Management Studies English-taught Bachelor course (500 students) in the Netherlands. This ‘liberal’ study connects reflection and knowledge with practice in one-month fieldwork exercises, placements and independent research resulting in ‘understanding’ destinations. He enjoys working with NHTV’s international Master students TDM Tourism Destination Management in Australasia in a three-month field research project that adds to the experience and knowledge of students and lecturers and builds incomparable high value relations with the complex reality that tourism is part of.

Kay Dimmock teaches and researches within the School of Tourism and Hospitality Management at Southern Cross University, Australia. During her career Kay has taught in subject areas from business management and strategy to leisure and marine-based tourism. She has published in peer-reviewed journals, and individually and collaboratively written book chapters and contributed to technical reports. Her PhD developed a conceptual model applicable to adventure leisure and marine tourism experiences. Kay has guest edited a special edition of the journal *Tourism in Marine Environments* and supervised student research programmes on interpretive signage in national parks, and tourism managers’ adaptation approaches to climate change. She has written the School’s first marine-based tourism unit for undergraduate studies and works with several postgraduate students on their doctoral programmes.

Dianne Dredge is Professor in the Department of Culture and Global Studies, Aalborg University, Denmark. She has 20 years’ experience as a tourism and environmental planner in various locations including Australia, Canada, Mexico and China. Dianne’s research focus is on tourism planning, policy and governance with a particular focus on the role of the state, relational and discursive policy development, community participation and capacity building. She also undertakes research in higher education policy, teaching and learning. Dianne won an Australian National Carrick Citation for Outstanding Contributions to Student Learning in 2007, and was Chief Investigator on the national project ‘Building a Stronger Future: balancing professional and liberal education ideals in tourism and hospitality education’.

Johan R. Edelheim is Professor and Director of the Multidimensional Tourism Institute (MTI), a position incorporating Dean for Tourism Studies at the University of Lapland, Department Head for Hospitality Studies at Rovaniemi University of Applied Sciences and Principal of Lapland Tourism College. Johan is also a visiting professor at Taylor’s University in Malaysia. His working career started in the tourism and hospitality industries and evolved later to education in both vocational and higher education institutions. Johan has diplomas and degrees in such diverse disciplines as hospitality, business, education, philosophy and cultural studies. He took on his current role as director of MTI in August 2011, after 12 years at different Australian institutions. Behind most of Johan’s research lies a deeply rooted belief in humanism and equality. Johan received an award for outstanding research at the Council of Australasian Tourism and Hospitality Education (CAUTHE) annual conference 2010, and has received several awards for his teaching, for example he was elected Lecturer of the Year 2011 – Australian winner.

Daniel R. Fesenmaier is Professor at the University of Florida. Also, he is Founding Director and Past Co-Chair of the Tourism Education Futures Initiative (TEFI); Fellow, the International Academy for the Study of Tourism; Visiting Fellow at the Institute for Innovation
Contributors

in Business and Social Research (IIBSoR) University of Wollongong, Australia, and Visiting Professor, Modul University, Vienna. Dr Fesemmaier is author of articles dealing with tourism marketing, advertising evaluation and information technology. He has co-authored a monograph and co-edited five books focusing on various aspects of tourism marketing and development and is co-founding editor of Tourism Analysis and was Editor-in-Chief, Journal of Information Technology and Tourism. Currently, he is editor of the Foundations in Tourism Research Series in the Journal of Travel Research.

José-Carlos García-Rosell is a researcher and educator at the University of Lapland, Multidimensional Tourism Institute (MTI). His current research and teaching interests are in the areas of sustainable business, corporate social responsibility, stakeholder theory, business ethics, tourism product development and action research. He obtained an MSc in Agricultural Economics from the University of Natural Resources and Life Sciences in Vienna, Austria, a Lic.Sc. in Marketing from the University of Oulu and a PhD in Management from the University of Lapland in Finland. His doctoral dissertation addresses the relevance of a multi-stakeholder perspective on sustainable marketing.

Donald Getz retired in July 2009 from his full-time academic position at the University of Calgary, Canada, where he remains Professor Emeritus. He held a 50 per cent position as Professor in the School of Tourism, the University of Queensland, until March 2014. He is a Visiting Professor at several other universities. Professor Getz is a leading international proponent of event studies, drawing from his extensive research, volunteering, teaching and consulting experience in many countries. His book, Event Studies, defines the field of study, establishes the theoretical and policy framework, and provides a detailed reference work on related research. He is also active in researching a variety of special-interest market segments, including food and wine tourism, culture and sports. His latest book, Event Tourism, was published in early 2013. Donald received a BES from the University of Waterloo and an MA from Carleton University, in Canada, and a PhD from the University of Edinburgh, Scotland.

Michael J. Gross is a Lecturer with the University of South Australia in Adelaide. Michael holds a Bachelor of Science in Business Administration (BSBA) with a major in Hotel and Restaurant Management from the University of Denver, USA, Masters degrees in Education (MPET) and Business (MBA) from Deakin University, Australia, and a PhD from the University of South Australia. He has an extensive professional background in international hospitality management with some of the world’s leading hotel firms. He currently teaches in hospitality and tourism programmes at the undergraduate and postgraduate levels. His research and publishing focus are on hospitality management and tourism management areas, with particular interests in international education, development and internationalization of hospitality firms, China hospitality industry, destination marketing, destination image, lifestyle tourism, consumer involvement, and place attachment.

Basagaitz Guereño-Omí is a Senior Lecturer and researcher in the Tourism department at the University of Deusto in Spain. She has worked on many European-funded research projects and is currently leading the Mobility and Employability Research for Generation Erasmus (MERGE) project.

Roger Haden is an educator and author and in his role as Manager, Educational Leadership with Le Cordon Bleu, helps develop higher education programmes, including its Master of
Gastronomic Tourism. Roger spent six years teaching in and at different times managing the Graduate Program in Gastronomy at the University of Adelaide, and has an abiding research interest in gustatory taste and the aesthetics of dining. He is author of Food Culture in the Pacific Islands and his most recent publication is ‘Lionizing Taste: Towards an Ecology of Contemporary Connoisseurship’, which appears in Educated Taste: Food Drink and Connoisseur Culture (Jeremy Strong (ed.), 2011).

Kevin Hannam is Professor of Tourism Mobilities in the International Centre for Research in Events, Tourism & Hospitality (ICRETTH), Leeds Metropolitan University, UK. He is editor (with Mimi Sheller and John Urry) of the journal Mobilities.

Robert J. Harrington is the 21st Century Endowed Chair in Hospitality Management at the University of Arkansas, USA. He was previously Associate Professor in the School of Hospitality & Tourism Management at the University of Guelph, Canada. His past academic responsibilities include serving as Dean and Professor at Nicholls State University, USA, and he has taught at Washington State University, the University Center César Ritz (Brig, Switzerland), and the Institut Paul Bocuse, (Lyon, France). He received the 2007 Journal of Hospitality & Tourism Research Article of the Year Award, the 2007 Champion of Education Award by the Canadian Association of Foodservice Professionals, and was the 2004 recipient of the International CHRIE Breithaupt Award for outstanding achievement. Since 2011, he has been the editor of the Journal of Culinary Science and Technology.

David Harrison has been Professor of Tourism in the School of Tourism and Hospitality Management at the University of the South Pacific since early 2008. A sociologist/anthropologist, he is author of The Sociology of Modernization and Development (1988), editor of numerous books on tourism, including Pacific Island Tourism (2003), and author of many journal articles. On the editorial board of several major tourism journals, he is primarily interested in the economic and socio-cultural impacts of tourism in developing societies, especially small island states, and has written on and carried out consultancy in the Caribbean, Southeast Asia, Eastern Europe, Southern Africa and the South Pacific.

Cathy H. C. Hsu is a Professor in the School of Hotel and Tourism Management at the Hong Kong Polytechnic University (PolyU). Prior to joining PolyU in July 2001, she taught in the USA for 12 years in two different state universities. She has been the Editor-in-Chief of the Journal of Teaching in Travel and Tourism for more than a decade and is the editor of the book, Global Tourism Higher Education: Past, Present, and Future (2005). She received the John Wiley & Sons Lifetime Research Achievement Award in 2009 and International Society of Travel and Tourism Educator's Martin Oppermann Memorial Award for Lifetime Contribution to Tourism Education in 2011.

Rong Huang is an Associate Professor in Tourism Marketing at Plymouth University in the UK. She is a Senior Fellow of the UK's Higher Education Academy. Her research interests focus on aspects of the tourism phenomenon, for example tourism education, international student experience, internationalization, and new academics. The subjects of her recent publications include information communication technology (ICT) and tourism curriculum, the effective use of field trips in postgraduate tourism and hospitality education, the experience of new academics, and also international experience and graduate employability.
Contributors

**Annica Isacsson** is a Principal Lecturer at HAAGA-HELIA University of Applied Sciences, Finland. Annica has been involved in tourism for about 20 years; she has managed her own tourism company, designed, managed and implemented a tourism Bachelor-level degree curriculum, developed and managed a number of tourism-related projects and programmes, published tourism-related articles and actively integrated research and development projects into tourism implementations and teaching. Since 2013 Annica has worked as the Research Manager at HAAGA-HELIA School of Vocational Teacher Education.

**Adele Ladkin** is Professor of Tourism Employment in the School of Tourism, Bournemouth University, UK. She gained her PhD at the University of Surrey. Her research interests and publications are in tourism employment and education, human resources, labour migration and labour issues in the tourism, hospitality and conference industries. This includes the role of education in developing human capital for tourism workers. She was joint Editor in Chief for the *International Journal of Tourism Research* from 2003 to 2009, and she serves on the Editorial Board for a number of journals including *Annals of Tourism Research*, *Tourism Economics*, and *ACTA Turistica*.

**Conrad Lashley** is Lead Researcher at the School of International Hospitality Management at Stenden University of Applied Sciences, in Leeuwarden, the Netherlands. He is also Visiting Professor at Oxford Brookes University and the University of Derby in the UK as well as a host of other universities in Britain, Europe and Australia. He is editor of the Taylor and Francis list of hospitality, tourism and leisure series, and Editor Emeritus of the journal *Hospitality & Society* and a former editor of *Hospitality Review*. He has authored, co-authored, edited, or co-edited 15 books as well as many papers in journals and industry publications. His research involves several key themes including hospitality and hospitality, empowerment and the impact of training on competitive advantage. He works closely with industry practitioners and has undertaken an array of commercial research projects.

**Janne J. Liburd** is Associate Professor and Director of the Centre for Tourism, Innovation and Culture at the University of Southern Denmark. She is a cultural anthropologist and her research interests are in the fields of higher education, innovation and sustainable tourism development. She has published on epistemology, open innovation and Web 2.0, tourism education, quality of life, national park development, heritage tourism, tourism crisis communication, non-governmental organizations and accountability. Dr Liburd’s Doctoral Dissertation (2013) is entitled ‘Towards the Collaborative University. Lessons from Tourism Education and Research’. She has conducted a number of research projects relating to competence development for tourism practitioners. She is the co-founder of the European Master in Tourism Management and the INNOTOUR platform, and serves on several editorial boards. Dr Liburd is the past Chair of the BEST Education Network (2005–10).

**Robert Maltland** is an urban economist whose work focuses on how tourism shapes cities and cities shape tourism. Professor Maltland’s current research centres on tourism and everyday life, new tourist areas in London, tourism in world cities and national capitals, and social tourism. He is past Chair of the Association for Tourism in Higher Education, the subject association for tourism in the UK, and Co-Chair of the international ATLAS City Tourism and National Capitals Research Group. He recently led an ESRC-funded International Seminar Series on Social Tourism and Regeneration, and recent books include *World Tourism Cities, Tourism in National Capitals and Global Change and Social Tourism*. 
Melphon A. Makaya is former founding Chair of the Department of Tourism Management, School of Hospitality and Tourism at Kenyatta University, Nairobi, Kenya. He has also taught at Moi University and worked in the Kenyan tourism industry. His research interests are in tourism training and education as well as tourism development in less developed countries. Currently, he is pursuing doctoral studies in Business and Economics, focusing on community involvement in tourism at Monash University, Australia.

Gianna Moscardo has qualifications in applied psychology and sociology and joined the School of Business at James Cook University, Australia, in 2002. Prior to joining JCU, Gianna was the Tourism Research project leader for the CRC Reef Research for eight years. Her research interests include understanding how consumers, especially tourists, make decisions and evaluate their experiences, and how communities and organizations perceive, plan for, and manage tourism development opportunities. She has published extensively on tourism and related areas with more than 170 refereed papers or book chapters.

Ana María Munar is Associate Professor at the Department of International Economics and Management, Copenhagen Business School, Denmark. She holds an MSc in Political Science and a PhD in Business and Economics. Her research interests are tourism and information and communication technologies, globalization processes, destination branding, and policy and trends in tourism education. Her latest work provides insights on the impact that Web 2.0 and social media technologies have on tourism. Her articles examine the role of digital mediation on cultural change and social reproduction. She is a board member of Imagine, Creative Industries Research Center and a member of the Center for Leisure and Culture Services at Copenhagen Business School.

Barry O’Mahony is Professor of Services Management and Chair of the Department of Marketing, Tourism and Social Impact at Swinburne University of Technology, Australia. Barry has taught undergraduate, postgraduate and doctoral courses in Australia, Ireland, Hong Kong, Malaysia and the United States and has developed and delivered undergraduate and postgraduate programmes in hospitality and tourism. He has served on higher education programme accreditation panels for the Victorian and New Zealand governments, is a company director of the accrediting body the International Centre of Excellence in Tourism and Hospitality Education, and a member of the academic boards of Le Cordon Bleu and William Angliss Institute.

Michael C. Ottenbacher is Professor in Hospitality Management and Marketing at Heilbronn University, Germany. Prior to joining Heilbronn University, he was teaching at San Diego State University, USA, University of Guelph, Canada, and University of Surrey, UK. In addition to academia, he has extensive business experience. He worked in senior hospitality positions in the USA, UK, France and Germany. He currently holds visiting professorships at the Institute Paul Bocuse in France and Taylor’s University in Malaysia. He sits on the editorial boards of a number of journals, and has been the co-editor of the Journal of Hospitality and Tourism Education since August 2012.

Harald Pechlaner holds a Chair in Tourism and is Director of the Center for Entrepreneurship at the Catholic University of Eichstätt-Ingolstadt (Germany), and Scientific Director of the Institute for Regional Development and Location Management at the European Academy of Bozen/Bolzano (EURAC research), Italy. He is also a board member of AIST (Association
Contributors

Internationale d’Experts Scientifiques du Tourisme) and was president of DGT (Deutsche Gesellschaft für Tourismuswissenschaft, 2002–12) and ICREET (International Center of Research and Education in Tourism, 2000–10). His main areas of expertise include destination governance, resort and location management, as well as entrepreneurship.

Petia Petrova is Academic Practice Advisor at the University of Birmingham. She has a longstanding interest in the value of education, professional development and employability. Her past research has focused on tourism students’ career expectations and aspiration, and tourism employers’ perceptions of tourism degrees and graduates. She has an enduring commitment to the employability of graduates and has held an Employability Fellow role within the University of Bedfordshire, building links and supporting students in securing placements and employment opportunities.

Vincent Platenkamp is Associate Professor in the field of cross-cultural understanding and is doing research into cross-cultural competencies in the context of an international classroom, into transnational healthcare and culturalism and in the relations between politics and tourism in politically unstable regions like the Middle East. His main approach is to generate hidden knowledge, for example in international classrooms or in city districts, and to put this knowledge on the agenda of relevant discussions in the field. Apart from this, he is involved in the same type of international tourism education at NHTV as his colleagues Theo de Haan and Ariane Portegies.

Ariane Portegies is Senior Lecturer in destination development studies at NHTV University of Applied Sciences in the Netherlands. She was always involved in curriculum innovation, alongside teaching courses in the field of marketing, cross-cultural studies, and international political and economic relations. She is currently engaging in the study of imaginaries and realities through the use of visuals, arts and film, both in teaching and research.

F. Allen Powell is an Instructor in the School of Human Environmental Sciences at the University of Arkansas at Fayetteville. He holds a Master of Science in Business and Human Relations from Amberton University in Dallas, Texas. Currently, he is working on a PhD from Oklahoma State University. He is working with undergraduate honours students researching Generation Y perspectives of pricing and packaging of Arkansas wines. Other research interests include organizational behaviour in the restaurant industry, distance education, and community college curriculum design. He has over 25 years’ experience in the hospitality industry and 15 years’ teaching experience.

Mirtlan Rejowski graduated in Tourism, has a Master’s degree and PhD in Communication Sciences and was a former full professor at the University of São Paulo (Brazil). She is Professor at the University Anhembi Morumbi (São Paulo) and teaches in the Tourism and Hospitality programme for undergraduate and graduate degrees. She is former editor of the Tourism Analysis Journal and former president of the National Association for Research and Graduate Studies in Tourism (ANPTUR). Her themes of study and research are the production and scientific communication, and higher education in Tourism and Hospitality. She leads a Research Group and is a fellow of CNPq productivity (National Research Council). She won the Tourism Researcher Award in 2010 granted by the National Association for Research and Graduate Studies in Tourism (ANPTUR).
Jarmo Ritalahti is a Principal Lecturer at HAAGA-HELIA University of Applied Sciences, Porvoo unit, Finland. He has been involved in tourism programmes for almost 20 years by designing and implementing college and Bachelor-level tourism curricula and through managing tourism educational programmes and projects in the area of sustainability, regional development, intermediation and quality of life. Jarmo is a member of many international tourism networks and is co-author of a book on development work methods.

Richard N. S. Robinson joined the University of Queensland in 2005, after an extended career as a chef, predominantly managing private club/heritage facility sector food service operations. Since then he has taught a suite of hospitality/tourism management classes and supervised several higher degree research students. He has coordinated and worked in research teams for funded national and international projects on tourism workforce issues and food tourism, and pursues the scholarship of teaching and learning. Richard’s work in these areas is disseminated through leading academic journals, edited books, industry periodicals and conferences. He has also received university, national and international awards for his teaching and research.

Gilly Salmon is one of the world’s leading thinkers in online learning. She researches and publishes widely on the themes of innovation and change in higher education and the exploitation of new technologies of all kinds in the service of learning. She is internationally renowned for her significant contributions to online education, including research, innovation, program design, teaching methods and the use of new technologies. Currently Pro Vice-Chancellor, Learning Transformations, at Swinburne University of Technology, she was previously Executive Director and Professor (Learning Futures) at the Australian Digital Futures Institute, Australia, and Professor of E-learning and Learning Technologies, and Head of the Beyond Distance Research Alliance and the Media Zoo, at the University of Leicester in the UK.

Kurt Seemann is an Associate Professor and Director of the National Institute for Design Research (NIDR) at Swinburne University of Technology, Australia. He has contributed to the scholarship of technology and design in tourism and hospitality with work in the areas of cultural tourism, heritage tourism, tourism facility and technology management, and as Director of Research and Higher Degree Research Training in the School of Tourism and Hospitality Management at Southern Cross University, Australia. Dr Seemann was appointed as ‘Thinker On-hand/Thinker Online’ to the state board of the Design and Technology Teachers Association (DATTA) of Victoria. He is currently the International Representative elect on the national board of DATTA Australia.

Richard Sharpley is Professor of Tourism and Development at the University of Central Lancashire, Preston, UK. He has previously held positions at a number of other institutions, including the University of Northumbria (Reader in Tourism) and the University of Lincoln, where he was professor of Tourism and Head of Department, Tourism and Recreation Management. His principal research interests are within the fields of tourism and development, island tourism, rural tourism and the sociology of tourism. He has published numerous journal articles on these subjects and his books include Tourism and Development in the Developing World (2008), Tourism, Tourists and Society (4th edition, 2008), Tourism, Development and Environment: Beyond Sustainability (2009) and The Study of Tourism: Past Trends and Future Directions (2011).

Pauline J. Sheldon is Professor Emerita at the University of Hawaii’s School of Travel Industry Management, where she served as Interim Dean, and currently specializes in corporate social
Contributors

responsibility, sustainable tourism, wellness tourism and knowledge management in tourism. She holds a PhD in Economics, a Master’s in Business Administration, and a Bachelor’s degree in Mathematics. She is Chair of the Board and Past President of the International Academy for the Study of Tourism. In 2008 she received the UNWTO Ulysses prize for her contributions to knowledge in sustainable tourism. In 2009 she was recognized with the International Travel and Tourism Research Association Lifetime Achievement Award. She co-founded the Tourism Education Futures Initiative (TEFI); and chaired the BEST Education Network. She also co-founded TRINET (Tourism Research Information Network) and has worked with the United Nations World Tourism Organization, APEC International Center for Sustainable Tourism, and the World Bank.

Marianna Sigala is Associate Professor at the University of the Aegean, Greece. Before joining the University of the Aegean, she had been lecturing at the universities of Strathclyde and Westminster in the UK. Her interests include service management, Information and Communication Technologies (ICT) in tourism and hospitality, and e-learning. She has professional experience from the Greek hospitality industry and contributed to several international research projects. Her work has been published in several academic journals, books and international conferences. She is currently the editor of the journal Managing Service Quality and the Journal of Hospitality & Tourism Cases. She is a past President of EuroCHRIE and has served on the Board of Directors of I-CHRIE, IFITT and HeAIS.

Roberta Leme Sogayar graduated in Tourism, Specialist on Environmental Education (State University of São Paulo), Master in Tourism, Parks and Recreation Administration (Western Illinois University, USA), Master in Hospitality from University Anhembi Morumbi (São Paulo). She is a full-time teacher at University Anhembi Morumbi within the programmes of Tourism, Hotel Management and Events. She has won an award of Academic Excellence from the university and the David Wilson Award on research granted from Laureate International Universities. She has also been an external consultant for the Ministry of Education since 2010, evaluating Tourism and Hospitality degrees throughout the country. She is an active member of the Tourism Education Future Initiatives (TEFI) and her main research interests are focused on tourism higher education development and the changing paradigms that affect the field.

Yahui Su is an Associate Professor at the Teacher Education Centre at the National Kaohsiung University of Hospitality and Tourism (NKUHT) in Taiwan. Her main interests include lifelong learning, tourism education and curriculum, and student employability. Yahui was the Section Chief of Curriculum at the Teacher Education Centre (2008–9) and the Section Chief of Career Placement in the Office of Research and Development (2010–12), NKUHT. She has tutored tourism students and has taught practicum courses in the Department of Travel Management. Yahui’s current research project seeks to develop the competence of university students to promote their employability with the concept of self-directed and lifelong learning as a framework.

Mandy Talbot is a PhD candidate and lecturer at the School of Management and Business at Aberystwyth University in the UK. Her research interests include: farm-based tourism, livelihood diversification, international tourism development and tourism education. She is particularly interested in the use of IT and student-led learning in the classroom.
John Tribe is Head of Tourism and Professor at the University of Surrey, UK. His undergraduate, postgraduate and doctoral studies were all undertaken at the University of London, the latter at the Institute of Education. He is a Fellow of the Higher Education Academy, Fellow of the International Academy for the Study of Tourism, Fellow of the Association for Tourism in Higher Education and Academician of the Academy of the Social Sciences. His research concentrates on sustainability, epistemology and education and he has authored books on strategy, philosophy, economics, education and environmental management in tourism. He was the specialist adviser for tourism for the UK government’s 2008 Research Assessment Exercise (RAE) and is a member of sub-panel 26 for the 2014 Research Excellence Framework (REF). He is editor of Annals of Tourism Research and the Journal of Hospitality, Leisure Sport and Tourism Education.

Tony S. M. Tse is Assistant Professor and Programme Director (Industry Partnerships) at the Hong Kong Polytechnic University’s (PolyU) School of Hotel and Tourism Management. Tony holds a Bachelor of Social Science from the University of Hong Kong, MBA from Macquarie University and PhD from Southern Cross University, Australia. He has an extensive professional background in marketing, and currently teaches in hospitality and tourism programmes at the undergraduate and postgraduate levels. Tony has been involved in the planning and development of PolyU’s teaching hotel since its inception. The hotel started operations in April 2011, and has since played a unique role in serving the educational needs of the School and its 2,200 students. Tony has a special interest in tracking the fulfilment of the hotel’s educational role as part of its commitment to the community and as a laboratory for hospitality research.

Michael Volgger is a researcher at the Institute for Regional Development and Location Management at the European Academy of Bozen/Bolzano (EURAC research), Italy, and doctoral student at the Catholic University of Eichstätt-Ingolstadt, Germany. His main areas of expertise include destination governance and location management, innovation, and cooperation in tourism.

Maree Walo has been a member of the School of Tourism and Hospitality Management at Southern Cross University, Australia, since 1994. She has approximately 15 years’ experience in hospitality in a variety of management positions. Maree has had key leadership roles within the School and has extensive experience with curriculum development and course coordination. As part of a teaching team, Maree was a recipient of an Australian Learning and Teaching Council Citation for Outstanding Contributions to Student Learning (2011) and has received a number of institutional teaching awards. Maree’s research interests include tourism and hospitality higher education with particular focus on issues in curriculum design and development.

Paul Weeks is currently Director of Academic Studies at the Hotel School Sydney. He joined Southern Cross University’s School of Tourism & Hospitality Management in 1991 after 20 years’ managerial experience in hotel, motel and food service organizations. Previous and current experience includes instructional design for subjects offered through the School’s distance education programmes, development of curricula for management and technology subjects, services management and information technology. He has co-authored two Australian texts: Club Management, and Managing Convention Businesses. Research interests include IT in hospitality; education (the role of feedback; technology use by students within private education providers); convention services, and club management. Paul received an inaugural Vice Chancellor’s award for Teaching Excellence and two subsequent VC’s Teaching Awards as a member of two teaching teams.
Contributors

Paul A. Whitelaw is Associate Director of Higher Education and Quality at William Angliss Institute, Melbourne and is Immediate Past Chair of the Council of Australasian University Tourism and Hospitality Educators (CAUTHE). He received the VC's Award for Teaching Excellence in 2001. Paul co-chaired the University's Task Force into Student Transition and Attunement in 2002. Paul has been a senior investigator in several projects worth more than $250,000 in total for the Sustainable Tourism Cooperative Research Centre, and more than $600,000 in Carrick/ALTC/OLT funded projects. He has published in the areas of the development and deployment of digital supported pedagogies. In 2007 Paul led the highly successful Academic Literacy Project at VU, he also holds academic service positions, including journal editorial board membership.

Erica Wilson is Senior Lecturer in the School of Tourism and Hospitality Management at Southern Cross University in Lismore, Australia. Erica holds a PhD on women's solo travel constraints, a postgraduate diploma in Environmental Studies, and a first-class honours degree in Tourism Administration. Currently, Erica is particularly interested in critical approaches to the study and teaching of tourism/leisure. She is also the Associate Editor and Reviews Editor for the Annals of Leisure Research. Erica's research publications and conference papers have focused on women's travel and leisure, leisure constraints/negotiation, sustainable tourism and tourism in protected areas, critical pedagogy and reflexive/qualitative/feminist research methodologies.
Acknowledgements

We would like to thank the global community of tourism, hospitality and events educators whose support and collegiality were, and continue to be, an unending source of inspiration. In particular, we would like to acknowledge the chapter authors, unfortunately too many to list here, who demonstrate not only in the pages of this Handbook but also in their daily activities as educators, that passion, commitment and creativity are alive and well in the neoliberal university.

The editors would also like to thank the Australian Government Office for Learning and Teaching for their support of the project Building a stronger future: balancing professional and liberal education ideals in tourism and hospitality education (CG-1020), which was undertaken between 2009 and 2012. This project provided an initial opportunity for us to work together, but has inspired the deep, ongoing camaraderie and passion we share for the world-making potential of tourism, hospitality and events education.

Finally, we would also like to extend the most heartfelt thank you to Philippa Mullins and the team at Taylor and Francis. Pippa’s editorial assistance and professionalism set the benchmark.

Dianne Dredge
David Airey
Michael J. Gross
Design in tourism education

A design anthropology perspective

Kurt Seemann
Swinburne University of Technology, Australia

Introduction

Tourism, hospitality, sport, leisure and events in the twenty-first century are increasingly reliant upon, and transformed by, sophisticated systems of technologies and designed environments throughout their operations. The choice and design of tourism symbols, facilities, devices and spaces (both virtual and physical) offer a key area for graduates of tourism qualifications to both build knowledge about, as well as develop new skills to navigate through, the array of material, digital and spatial assets in their business. The dependencies on technically complex, yet increasingly intuitive and mobile information systems have become so embedded across the sector that understanding how to strategically manage and effectively exploit such systems has become a necessary leadership capability.

What is only recently becoming clear is that the understanding and choice factors involved in managing the natural and designed environments that define tourism experiences and locations is both a socio-technical as well as a socio-ecological form of knowledge (Seemann, 2009). In addition, how staff, client groups and observers engage in their ‘technocology’ of built devices and sensory environments has a direct transformative effect on perception and so how they form judgements. From a tourism and hospitality education position, the teaching and learning of, and immersed engagement with, our designed world of objects, spaces and symbols, and the way these things interact to form the technocology of the traveller’s and stayer’s environment demands a much more sophisticated educational response than anything previously considered. To not develop this pedagogical depth in how we teach and learn about the designed environments that define tourism and hospitality experiences, and internal operations, would leave that aspect of the field’s education exposed to graduating mis-educated managers whose judgements in these matters may be suboptimal.

The consequence of poor judgement in tourism design matters may be too substantial to alter where an insight could prevent collateral misadventure. Designed environments and work systems can significantly mitigate risk in a business including but not limited to risks associated with facility repair and maintenance, branding uptake, flow of work and people, personal workplace health and safety, new venture investment risk, ecological impact risk and, as a consequence, cash, data, energy and financial risk. Good design is informed by how design alters human
perceptions and behaviour. Possessing strategic design knowledge offers tourism managers capabilities that are of global significance to their sector. It is also an area of leadership that ought not be naively surrendered to contract designers, as the manager needs to form informed judgement in context to their local business requirements. Similarly, management ought not to trivialize the strategic significance of design and innovation.

Our designed systems have historically been viewed as largely benign technical devices, systems and structures employed to facilitate the processing of tasks, sharing of information or locating of organizational functions, that is as tools we wield at our command in a largely one-way flow of influence: from us, via the ‘made thing’, to the task. The focus has been on the ‘device or gadget’ as an object or ‘tool’ that is independent from social behaviour, ecology or the market and so operational context of an organization. We have been largely ignoring the mutual return path of influence altering our perceptions and judgements. This chapter outlines new understanding about how people, technology and their eco-environment interact as dependent systems. The transformative nature that technologies and designs play in altering the experiences of clients, staff and observers is examined. This is of critical importance in educational terms, as tourism managers and leaders face the task of forming situational judgements based on their degree of coherent insight of the technology of their sector and the way it engages with people at all levels of their immediate organization.

Understanding, using and teaching the link between people, technology choice, and design in tourism education can also offer a rich and effective strategy for fostering whole graduate development. This chapter will appeal to tourism educators interested in exploring what a more advanced perspective of tourism facility, service, ‘gear’ and user-experience (UX) design can offer the rounded development of their graduates with the goal of better assuring capacities for reasoned and contextualized business decisions.

Given much of tourism is naturally focused on the traveller, understanding human cultural diversity to accommodate in strategic design continues to be a rising concern. Where an educational interest lies in how to effectively embrace culture and design in tourism education, the broad fields of anthropology, ethno-technology and socio-technical systems offer the most authentic disciplines of choice. We will draw specific attention to the sub-discipline of design anthropology in this chapter due to its currency in profile transnational companies. From a hands-on perspective, design anthropologists have been instrumental in many contemporary product, service and system designs that exist around us today. From an educational development perspective the ideas behind design anthropology provide solid foundations for guiding human development that is informed by the way people respond to, and embed their values within, their built, social and transformed tourism environments. The mutual value-add of combining the goals and frames of tourism education with those of relevant branches of design anthropology, offers fresh and exciting learning opportunities for tourism teachers and students alike.

Two ideas (represented by two sections in this chapter) have been selected from the broad fields of design and anthropology to help demonstrate how culture presents a critical educational experience in the strategic act of what I will refer to as designing and working technologically. In the first section I explore how understanding culture, as examined through an ethnographic lens, can scaffold the act of designing services, experiences, spaces and products in tourism. In the second section, I explore the formidable role that our engagement with the made world plays in human development itself. In this second part the chapter combines anthropological and related philosophy of technology propositions to present insights into how, as a species, we define what it means to be human through the making of the world around us and, in so doing, literally also producing ourselves as a product of our own making. From a tourism education perspective, this ‘making-of-ourselves’ is an extraordinary proposition that sits at the
heart of how strategies in the tourism sector can thoughtfully develop and manage the design of their technical and spatial environments and systems, and the core curriculum role it can play in transforming the staff and people who engage in, and deploy, tourism services. It is arguably one of the most sophisticated ideas underpinning the potency of strategic technology and design in tourism education and as such ought to be nurtured carefully and deliberately by the subject’s custodians: tourism business and government agencies, and education providers and teachers.

1 Using ethnography to inform the strategic choice and design of tourism technologies, services and spaces

Design anthropology offers ideas for how to enhance and creatively inform the teaching of design and technology where the goal is to design for and with people, and the social networks with which they feel they have a peer affinity. Ethnography positions the individual as a member, as well as a product, of a socio-cultural context. For the tourism management student and teacher alike, the social dimension of design raises rich educational as well as technical choice information that can guide both the learning experience for the student, as well as the material output objective of the tourism design and technology task in which they are engaged. It is asserted that tourism management students ought most definitely to have an immersive engagement experience in the transformative process of a strategic tourism design and development project. Such undergraduate experience offers authentic insight about the effect of the designed and technical world experienced by clients and staff, as well as validating a process of producing innovative tourism artifacts, spaces, systems or symbols – even if only to mock-up/prototype, or proof of concept levels during their undergraduate studies.

While exceptions remain, the conventional representation of teaching design and technology projects in many educational settings has favoured a focus on the technicality of designing and making an artifact, like a website or even a model structure. In some schools this technical focus can be portrayed in the form of a specific product to be made in accordance with a set (given) brief. These briefs typically assume an individual-archetype as the end-user of that product. One result of this convention is that the human factor can be very easily discounted, reducing the end-user to a benign, stereotypical and essentially passive client persona. One effect of taking a stereotypical view of clients and end-user contexts is that it can cause the designer (the tourism student) to focus most of their efforts on the 2D (sketching) or 3D (making) of their ‘given’ design brief. The product of their effort becomes the object rather than the living end-user, while the context within which the product is meant to succeed or be sustained can equally be discounted. If we now extend this line of thinking to the human end-user as a social member of a group, and the values and beliefs they are a part of, we then have a whole new range of ‘market’ impact to accommodate when designing and working technologically in the tourism sector. The historical fixation on the designed system, space or object (i.e. the artifact) as the end-point of evaluation in strategic management misses the whole reason why the artifact was created. The end-point of evaluation in strategic design, from a pedagogical and human valuing viewpoint, must be the transformation of the targeted end-user: the beneficiaries. The beneficiaries, of tourism design are typically the tourist, the staff, the suppliers and the partners. Put simply, strategic design education in tourism evaluates design success not in the form of the design itself, but in the form of the transformational change that design creates in the targeted beneficiaries. The strategic role of design is to transform the end-user: the artifact is the ‘cause’, and the end-user transformation is the evaluated ‘effect’.

373
When designing for people who identify with larger human groups and communities, culture becomes the main game to factor and value for the designer. The person undertaking design, and the clients belonging to their groups, raise opportunities to embed not only new intellectual frames for guiding tourism practice in design, but also for revealing rich educational opportunities for the student who is given the task to reflect on the roles they play when designing and working technologically for, and with, other people.

The socio-cultural dependencies linking design in tourism with technology and ecology

If there is one pattern that many people may have noted over the last decade it is the rise of social technologies. Social technologies include Facebook, mobile communication devices, and products designed to target specific human group interactions and identity. The move to design for groups, rather than for individuals, demands a new range of conceptual frames for how we understand technology and the relationships groups form with their designed world. New group-based methods are required to check, challenge or redefine the given design briefs. The very processes of design can also require redress. These shifts in how design is approached when it is for small, moderate or large groups of people, such as workplace groups, communities of practice, or age segments in society, have given rise to new techniques. These new techniques in strategic design management and development include co-design/collaborative design and participatory design methods. They may also include design techniques for products targeting other human groups such as families, clans, tribal groups or even human settlement systems. The latter would be the case for international aid projects where cross-cultural technology transfer investments are designed and deployed (Button, 2000). Anthropological theories about how humans identify with tribal groups, for example, may be appropriate when designing phone apps or product ecosystems for growing and maintaining sporting club team membership numbers. All these techniques are founded on design-ethnography theory and methods, and target how groups form, maintain and evolve common values and beliefs that bond them to the cultural norms of the human groups to which they feel they belong. One obvious advantage for using such group-based design strategies is that groups generally sustain a bigger and longer lasting market. Individuals who perceive a belonging to a group, such as a club, or a sporting team membership group, have many social rewards and reminders to keep that social sense of belonging viable.

Products, services and systems that were co-designed and framed from the beginning of a process to work with groups of people offer strong opportunity for more socially sustainable commitment to new innovative designs as a direct result of using such participative design research techniques. The application of an anthropological or specific ethnographic frame to strategically guide design has been applied to contexts as diverse as housing standards in remote Aboriginal Australia (Fisher, 2002; Karanja et al., 2010; Seemann, 1986; Singh & Hiremath, 2010; Singh et al., 2009; Smillie, 1991; Tao & Wall, 2009), through to the way transnational companies design their websites to accommodate regional cultural preferences of targeted end-users. In his online article summarizing key business ideas Christian Arno (2012) noted,

The anthropologist Edward T. Hall theorised that 'high-context cultures' (such as many African and Asian ones) tend to use symbols more, and expect people to interpret meaning from fewer words. . . . 'Low-context' cultures, such as America and Europe, tend to use more text, and spell out their messages explicitly. While these aren't hard and fast rules, they are often reflected in website preferences. . . . Chinese, Japanese and Korean users
often expect to see a greater use of images, videos and sidebars, compared to more text-heavy Scandinavian or German designs.

To include culture as a key factor for enriching design, it is desirable to develop an awareness of how thinking, feeling and acting on the social-material world around us contributes to the systems of values and perceptions we hold true of the world 'we perceive'. If we pay attention to the world as it is perceived by clients rather than as we guess it to be as tourism managers, we then can appreciate that designing and working technologically is a scholarship that demands we learn techniques to help us understand what drives human groups, their values and their cultural belief structures. Armed with such knowledge, strategic design management can more effectively develop solutions that fit naturally with a client's world view as framed by their culture. The difference in how strategic design managers, and their clients and end-users perceive the world, can be minimal; 'they' are like me, or substantial, 'they' are nothing like me. Designing for other groups thus requires the designer to appreciate how the social and material context in which their clients are reared, or enabled to be productive at work, defines, at least in part, the expectations they hold of the world designed about them.

2 Design anthropology as humanizing tourism education: a way to build graduate empathy for the needs of others

Tourism and anthropology share an interest in how people develop, socialize and seek experiences that help them express their identity or demonstrate their efficacy. These common interests in human experience already position the two areas of knowledge as offering a good fit for examining the mutual value of linking anthropological ideas with aspects of tourism education. When we refine this association to the common ground between design anthropology, and the design of tourism spaces, devices and environments, the mutual advantage compels the prospect of new tourism innovations. Design anthropology is forward looking, and seeks to significantly enhance the knowledge, skills and processes involved in designing and working technologically. The design of tourism experiences also seeks to foster and create such qualities in its clients as well as manager graduates.

In this second part of the chapter, I outline how novel approaches for including strategic tourism design and technology education can contribute to humanizing tourism education, and how this humanization effect is also of interest to the field of design anthropology. The common area of interest pertains to how humans socially and culturally 'make themselves' when they engage in deliberate, and contextually validating, social-material praxis – the context in which much of tourism experience and business processes operate. Through the social and technical processes of investigating, and practically integrating knowledge and environmental resources into artifacts that condition a traveller's experiences (an artifact in this context refers to the production of anything made by humans that transformed natural, digital or processed resources towards a tourism experience or tourism business operation), not only are resources transformed into the 'object', but also the traveller is transformed as the 'subject', being the agent of the transformation process. Human transformation is more overtly fostered when designing and working technologically requires the manager to learn, contextually validate that learning, and critically reflect on the new knowledge, skills and social insight acquired through the act of producing the said artifact. The manager comes out 'changed', alongside the change that has occurred to the consumed resources used to produce the product. The manager engaged in tourism design activity has changed in that they have emerged from a deliberate and reflective material activity with new knowledge, new social awareness and new motor practice as a result
of seeking to validate their designs for a set context of application. Even if the application was familiar, the change is at least one of affirmation of prior knowledge, skills and social insight being tested.

If the educational experience of tourism managers engaged in designing and working technologically was based on deliberate co-transformation strategies of learning, and if the learner builds new knowledge, social and practical skills, then both a designed 'object or product' of tourism and a transformed learner are produced. The transformed products of a humanized education in tourism design and technology development may therefore be empirically observed as both the object produced and the subject that produced it. The transformed object or product for a tourism context gives evidence of the transformed subject (the learner) but, equally, the transformed subject must give evidence of the transformed object (they must defend the design choice). When these co-transformations are both given as evidence for meeting the researched requirements of the object to succeed in the applied social and material tourism context in which it was intended to operate, we can assert a basis for validating the humanization effect of the designs and spaces that define that aspect of a tourism business. I will refer to this co-transformation thesis, and the need to validate the object against the applied context for best fit, as the unique epistemic foundations of strategic design and technology as a discipline.

Ideas and methods in design anthropology have facilitated both the processes and products of design. These methods provide educators with a unique and powerful insight to how designing and working technologically helps us understand what it means to be human. The transformative effect on the learner, if guided well, is a formidable educational outcome that design and technology offer the curriculum in ways no other subject can – without, of course, looking like they are conducting design and technology lessons. The humanizing value of being able to bring together in one learning objective the co-transformation of our physical, intellectual and social capabilities into the one contextually validating process of designing and working technologically is a very powerful quality to foster in the classroom. While all other areas of the curriculum certainly can synthesize the students' affective, cognitive and motor development, none offers the necessary range and depth of such content as the body of knowledge that design and technology demand of its students. This centrality of the humanizing value of praxis when it is derived from socially informed transformations of our natural and made world around was also of great interest to scholars such as Marx Wartofsky.

The 'other' in which human beings come to recognize themselves as human, is no longer simply the 'thou' of religious consciousness, but the natural world itself insofar as it becomes a world-for-us – a world either designed or made to meet the needs of human existence. It is this transformation of the world into a resource for human existence that makes of it a mirror of our needs, and thereby, the representation, in this form, of our species-nature or our essence. It is thus in this humanization of nature that human beings come to be human – the humanized world becomes the 'other' whereby humanity achieves itself.

(Wartofsky, 1979: 361)

Humanization so far has been presented through the thesis of co-transformation, where contextual validation of 'best fit' is a necessary and so required condition to claiming that change in knowledge and resources have occurred. However, socially and culturally, people are also adapters and adopters of worlds designed by others. We usually move passively through, and accommodate, most of the ordinary spaces, tools and things designed and made by unknown others around us. Over time, we get so socially used to the technologies in our lives, and within our bodies, if not also as extensions to our bodies, that they become quite invisible to our ordinary
consciousness. This is the second, and much more socializing, transformative effect of the designed world around us. This "disappearance" and 'semi-transparent' nature of how humans socially relate to the worlds created for them and by them aligns with Don Ihde's (1979: 19) thesis for the developmental telos of tools and instruments. So normalizing is this relationship with the world we have made, that much of it blends invisibly to our consciousness, and yet forms the basis of a deal of our socially aligned or 'group think' expectations for how to navigate the worlds we have grown up with and passively accommodated (De Tezanos-Pinto et al., 2010; Fernandez, 2007; Hamre, 2003; Millar, 1985; Ochana et al., 2012; Reeve, 2006).

What I will call the domestication of the world we have made means we have come to share with others common beliefs, behaviours and perceptions around the digital and material worlds that we live in. This cultural a priori of consciousness with our made world in tourism sectors is starkly contrasted, however, when our designs and technologies are transferred into the worlds of other cultures: when technologies are transferred across the boundaries into new cultural and material contexts. We cannot assume the end-user will be like us: the designers and makers of the object. We need to validate our design knowledge contextually in the social and material setting of that end-user in order to build our body of knowledge. We tend to notice mostly the new, the novel and the failed when it comes to technologies in our lives. Subliminally, if not overtly, our concepts of what we value, what we expect in ordinary life, and how we view such ideas as safety and comfort have been conditioned since birth in a culturally normalized manner with the made world about us. Many of the ideas and social patterns humans hold as normal have already been conditioned, or primed, by both the designed and the natural worlds within which people live.

We initially design and make our technological worlds precisely because we seek to influence, or be influenced by, the world we make; if this was not so, the entire premise of designing and making anything, including service design, is moot. We design corridors in buildings and cities to influence how people move through our structures and how they interact. We design fashions to express a desired view of what is powerful, friendly, attractive or protective. In agreement with Feenberg (2010), we can design to influence our world, only because we are a part of it. Our membership in the world we transform brings into play our need to critically anticipate how we, as designers, are going to be affected by our creations, and as ordinary people who share in common with our identity groups, the creations of others placed in our world. The act of designing and working technologically asserts an ethic of reciprocity, the denial of which is at best an illusion, and at worse a global consequence.

Every one of our acts returns to us in some form as feedback from the other. But this means that in acting we become the object of action... In more formal philosophical language the paradox of action says that human beings can only act on a system to which they themselves belong. Because we belong to the system any change we make in it affects us too. This is the practical significance of our existence as embodied and social beings. Through our body and our social belonging we participate in a world of causal powers and meanings we do not fully control. We are exposed through our body to the laws of nature. And we are born into a cultural world we largely take as given. In short, we are finite beings. Our finitude shows up in the Newtonian reciprocity of action and reaction. (Feenberg, 2010: 31)

People are influenced in their thoughts and social actions by the behaviours that designs evoke among their social peers. As social creatures we are influenced by what smartphone our peers choose. We expect others to abide by the behaviour-regulating rules of machines we install in our 'technocology' like traffic lights (technotechnology is a relatively new term used to
describe the linked-up interdependencies of other technologies that new technologies require in order for them to operate as designed. Examples include functioning electricity grids to power a wide network of mobile phone towers that in turn need to be in place so that mobile phones can operate as they were intended and so on). My point being, in time we learn to accommodate and automate how we ought to change our behaviours around new technologies so that, socially, we may live in sync with them. I call this stage of social accommodation as living with technologies that we have domesticated. In an affront to domesticated technologies in our lives, we are also exposed to new devices and systems for which we socially have yet to accommodate (I refer here to the social–psychology interpretation of accommodation, where people adjust, alter, even compensate their behaviours and reasoning as a cost–benefit decision in response to a social intrusion or novel encounter. The more people accommodate the more they have developed behavioural patterns that normalize and accept the intrusion). If a design innovation enters the social space of a human group its uptake (its trend to being socially accommodated and domesticated) is more likely if the designer had mastered the necessary ethnographic ‘tools’ in the development of their designs. While this proposition may seem obvious, the serious and accurate use of techniques and theory to guide the process of gathering, filtering and translating necessary ethnographic information into effective design processes and products remains a weak area in most design and technology education programmes.

Whether conscious of it or not, we are usually compliant to the made world around us; we normally choose to accommodate it. We learn to live in the context of our surrounding technology and after a while of this find our technology to be rather invisible and normal to us; that is until we move across into a new technology context with many unfamiliar systems and expected behaviours. It is no surprise then how well-established high-density urban human groups (city dwellers), view time, fashion and communication often quite differently to long-established rural or remote groups (country dwellers). How cultures are different across contrasting social–material contexts is a branch of design anthropology that is rich with opportunity to grow knowledge and techniques for improving, at least the initial value of, new designs for such situations. For our increasingly connected and complex global societies, researching and designing with, and for, cultural and social groups, and forming good group personas, are design anthropology techniques that have become intensively interesting for designers (Bichard & Gheerawo, 2011).

These principles also help us better design ideas if our clients’ products are to succeed in cross-cultural technology transfer processes such as from urban east coast Australia to remote desert and predominately Aboriginal communities in central Australia (Seemann, 2010, 2009). Similarly, workplace cultures and the technical systems with which they are meant to be productive, demand a critical method to ensure those technical choices are indeed designed to achieve the cultural productivity a workplace seeks. The transformative effect that designing and working technologically plays in ‘self and ‘artifact making’, is the basis to the view that design anthropology is concerned with ‘how the processes and artifacts of design help define what it means to be human’ (Tunstall, 2011). The worlds that different human groups make give clues to who they are, what they value and how they socially organize and innovate given the priming role played already in their own social–material histories.

**Sustainability and culture as truth conditions for an education in and through design and technology**

In the same way that anthropologists seek to learn how the wider resource context within which humans lived altered their social and material ways of life, design anthropology takes a deliberate
interest in how the world we design and make, and our socialized relationship with it, is defined by the natural resource conditions upon which they are eternally dependent. This absolute constraint, that both humans and our designs must obey the ecological limitations that make our artifacts and us possible, establishes the truth condition that design and technology education is necessarily a study in sustainability. To diminish or exclude the systemic inter-dependencies between people, their ‘making of worlds’, and the ecological foundations that resource them would give rise to a concern as to whether an education in design and technology has occurred. Understanding how different groups of people socially respond to, and exploit, their created and natural resource environments offers powerful frames for designing and making sustainable futures.

The assertion that sees humans, their innovations, and their natural and designed context as combined into necessary, rather than optional, interrelated systems is a key idea evident in design anthropology. The field is concerned often with how these three systems engage in mutual transactions where people, their made things or spaces and their resource conditionality co-transform towards a co-dependent relationship with each other. In this systemic frame, design anthropology presents a rich new branch for educators and designers alike. It offers a way to both review the past, as well as design probable futures that inform the basis for sustainable choices in design and technology.

Conclusions

Design anthropology has been defined in this chapter as concerned with the interplay of social and material culture, and the role that the designed world plays in transforming human perceptions of the self, as well as of others. The feedback effect on cultural evolution caused by the very act of people socially engaging in the production and reproduction of their surrounding world offers a key point of interest to both tourism educationists as well as design anthropologists. In the tourism undergraduate degree that chooses to more coherently prepare graduates in tourism design and technology management, students don’t just make stuff, they make themselves and, along the way, they validate their newfound situational knowledge in material as well as social frames. No other area in the curriculum is so well placed to provide such a rich and wholly humanizing process of both the student and the object of knowledge than a coherent education in tourism design. Design anthropology is ideally placed as a scholarly and well-respected field to accompany a new and rewarding dimension to designing, learning and working technologically in tourism education.

Designing, that purposeful effort to transform the perceived world, produces much more than an object or system. At the very least, the act of designing produces our private subjective world. To the extent that we often design for others, or where others encounter the world we have transformed, as designers we are also in the thick of altering the subjective world of others. These propositions of transformation, however, are incomplete, for the world we transform in the act of designing necessitates we have something to alter – a natural or made ecology. Indeed, we exist because of that ecology, and through drivers of survival, if not social norms, we are influenced by it in how we presuppose our next act of design.

From an ethnographic viewpoint then, the act of designing in human societies is a socio-cultural act, which bonds people to others as a process of empathy development. It is a process that influences the learner’s sense of self as human, and necessitates a domestication and transformation of the natural world about them. In short, designing and working technologically in the operating context of tourism ventures offers a humanization process in tourism education that is heavily engaged in both creative as well as social production. This necessary social
underpinning to the act of designing and working technologically as a capability for tourism graduates raises many important ethical as well as social and epistemological questions that educationists and learner alike can explore. It is an experiential mode of social–material learning that invites designers to examine the way they make meaning and validate applied contextual knowledge from the social and material world around them. However, the cultural embeddedness of designing and working technologically for self and others also invites a new chapter in tourism education research: how are our socio-technical actions in the design and management of tourism technologies, spaces and structures reciprocally tied to the truth of our ecological dependencies?

Tourism education has both a need and an opportunity to include strategic design management in the professional knowledge of its sector. Much of the motivations to engage in travelling and staying at locations and events includes subliminal and overt experiences with the made world with which the traveller and staff engage. A curriculum in the study and strategic management of design in tourism may be framed to both build knowledge about how humans are transformed by designed experiences, and how design success may be evaluated based on the quality of how a design transforms the groups targeted.

We may organize a curriculum in strategic tourism design management around a few core themes. These include:

- **Strategic design management of tourism assets.** This may include facilities and safety, spaces, work-flow systems, sensations and products. Products may include the design of clothing, food, services and accessories.
- **Strategic design management of tourism communications.** This may include social organization design, security design and risk, way-signage, data and information design.

In addition, there is a requirement to equip managers with a few key ideas that will assist them with conceptualising how the made-world in tourism engages with people and ecology. Such ideas assist with forming situational judgements by drawing upon principles that guide the task of managing the designed world of tourism in novel and varying circumstances. Key ideas to include in the epistemic framing of strategic design management in tourism are:

- The mutual transformation of people, ecology and technologies/made worlds (all three as a combined whole system) underpinning all effective design. Pedagogically, tourism undergraduate and professional development education ought to provide at least simulated, if not in context, strategic design projects so that a richer engaged transformation in design may manifest with the learner.
- The role of design for the individual and for the group, where culture and values play key transforming variables that strategic design must define and accommodate as criteria for success.
- The contextually reliant nature of technologies to their designed context of end-use: what is designed for one operational context is unlikely to succeed in a different operational context, unless both contexts share sufficient conditional similarity.
- The end-usership of strategic tourism design extends beyond the traveller, to include staff, partners and suppliers involved in the sector’s value-chain.

In a world where we are interacting with other cultures more, both in the workplace and across political geographies, learning and sharing cross-cultural tourism design and technology knowledge can offer much-needed new ideas to help the sector address pressing new design challenges.
Notes

1 'Tourism', unless further qualified hereafter, will be used as the shorthand expression to cover all dimensions of the sector that affects travellers, stayers, engagers and observers of the sector. It is inclusive of Hospitality, Events Management, Sports and Leisure sectors of the industry.

2 Technocology in the context of the Tourism sector refers to the vast array of interconnected and contextual systems of devices and structures that partly or wholly depend on each other to operate, and as such provide a necessary 'made-ecology' context for new devices, facilities and systems in order for such things to work. Examples of technocologies include wifi networks systems, general power, water and waste flow systems, flow and design of corridors and transport systems, and the human and natural systems necessary to maintain and evolve such systems in response to stochastic and emergent demands.

3 Examples of transnational companies that have been drawing on the expertise of design anthropologists to help use culture as a way of improving their products and service designs include Xerox PAR.C(tm) (Suies & Van DeVenter, 2012: 289–310), Intel(tm) (Bell, 2013) and even Coca-Cola(tm) and Boeing(tm) (Kirah, 2013, 2012).

4 It is suggested that the co-transformation thesis of object and subject, and the process of epistemic validation having to occur in the context of the object’s intended application, presents a key framework for exploring post/trans-human development via advances in biotechnology, genetic engineering and bio-engineering. In this case, the object transformed is validated within the bio context of the transformed subject. Trans-humanization and related texts include Dickinson, 2012; Hughes, 2004; Al-Rodhan, 2011; Graham, 2002; Haag et al., 2013; McNamara, 2008; Petrina & Feng, 2006.

5 Marx Wartofsky’s reference to ‘other’ and ‘thou’ is referring to the world outside our mind, and includes both the natural and made worlds that we consume, transform and interact with socially, virtually and materially that exist around us in our general environment.

References


This highly authoritative text provides a very timely, reflective and forward-looking critique of tourism and hospitality education and the forces impacting its development and delivery across the world. The breadth and depth of issues included in the text provide comprehensive coverage of the subject with the international and inter-disciplinary approach adopted making it a highly useful, even essential, text for all tourism and hospitality scholars worldwide.

- Professor Alan Fyall, Orange County Endowed Professor of Tourism Marketing, Rosen College of Hospitality Management, University of Central Florida, USA

The editors have assembled a well crafted, timely and authoritative collection offering rich coverage of educational provision in diverse settings. Based on philosophical principles and drawing upon a strong research base, they convey the dynamic and challenging environment which is confronting tourism and hospitality educators in the classroom and beyond.

- Professor Brian King, Associate Dean (Executive Education and Partnership) and Professor, School of Hotel and Tourism Management, The Hong Kong Polytechnic University

Comprehensive and provocative, this book is a “must read” for faculty and administrators in hospitality and tourism programs the world over. It effectively presents the history and evolution of our programs, curricular challenges and innovations, and threats and opportunities for the future. Without doubt, hospitality and tourism have taken their rightful place in the higher education landscape. But, as this Handbook so aptly argues, this is a landscape that is forever shifting. It is up to us to successfully navigate these changes and successfully chart a course for the future. Like many of the authors in this volume, I applaud the recognition that hospitality and tourism have the opportunity to shape the world for the better. It is up to us develop the curriculum that makes this abundantly clear; one that provides our students with the opportunity to develop the knowledge, skills and values that will help this be so. I have no doubt that this Handbook will prove to be an immensely useful resource in this essential endeavour.

- Julia Christensen Hughes, College of Business and Economics Dean, University of Guelph, Canada

Tourism is much more than an economic sector, it is also a social, cultural, political and environmental force that drives societal change. Understanding, responding to, and managing this change will inevitably require knowledgeable workers who are able to address a range of problems associated with tourism, travel, hospitality and the increasingly complex operating environment within which they exist.

The purpose of this Handbook is to provide an insightful and authoritative account of the various issues that are shaping the higher educational world of tourism, hospitality and events education and to highlight the creative, inventive and innovative ways that educators are responding to these issues. It takes as its central focus a dynamic curriculum space shaped by internal and external factors from global to local scales, a variety of values and perspectives contributed by a range of stakeholders, and shifting philosophies about education policy, pedagogy and teaching practice. A benchmark for future curriculum design and development, it critically reviews the development of conceptual and theoretical approaches to tourism and hospitality education. The Handbook is composed of contributions from specialists in the field and is interdisciplinary in coverage and international in scope through its authorship and content.

Providing a systematic guide to the current state of knowledge on tourism and hospitality education and its future direction, this is essential reading for students, researchers and academics in Tourism, Hospitality, Events, Recreation and Leisure Studies.

Dianne Dredge is Professor in the Department of Culture and Global Studies, Aalborg University, Denmark. She has 20 years’ experience as a tourism and environmental planner in various locations including Australia, Canada, Mexico and China. Dianne’s research focus is on tourism planning, policy and governance with a particular focus on the role of the state, relational and discursive policy development, community participation and capacity building.

David Airey is Professor Emeritus at the University of Surrey. He has been involved in tourism education for 40 years. He began his academic career at Surrey, then spent time with the UK Ministry of Education and with the European Commission before returning to academia in 1993. His research focuses on matters related to education and to tourism policy. In 2006 he received the UNWTO Ulysses Award for his services to tourism education.

Michael J. Gross is a Lecturer with the University of South Australia in Adelaide. His research and publishing focus are on hospitality management and tourism management areas, with particular interests in international education, development and internationalization of hospitality firms, China hospitality industry, destination marketing, destination image, lifestyle tourism, consumer involvement and place attachment.