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OF TRAVEL & TOURISM EDUCATORS
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*IMPACTFUL DISCOVERY &
INNOVATIVE INSTRUCTION*

40TH ANNUAL CONFERENCE PROCEEDINGS

October 4th – 6th, 2021

IN PARTNERSHIP WITH
THE JOURNAL OF TEACHING
IN TRAVEL & TOURISM



October 30th, 2021

Fellow Educators, Researchers, and Practitioners:

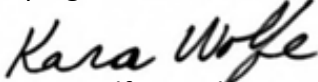
We are pleased to present the proceedings of the 40th (2021) Annual Conference of the International Society of Travel & Tourism Educators (ISTTE).

ISTTE's 40th anniversary summit featured the dual themes of *Impactful Discovery & Innovative Instruction*. About 80 educators and scholars from 48 educational institutions and organizations have submitted their research papers, teaching cases, and workshop proposals. They represent 15 countries and regions. During the three-day virtual gathering on October 4th through 6th, they made 47 presentations in the categories of full papers, working papers, posters, or workshops. The proceedings herein collect the abstracts, extended abstracts, or complete manuscripts resubmitted by authors of 46 presentations. They are organized in four parts corresponding to the four categories. The sequence of their appearance in the proceedings mirrors the chronological order of initial submissions within each category.

More than 50 ISTTE members and friends participated in the peer-review of the conference submissions. Their assessment has resulted in the selection of best papers awards. In addition, the *Journal of Teaching in Travel & Tourism*, ISTTE's official peer-reviewed journal, has chosen 10 conference submissions for its special ISTTE 40th anniversary issue to be published in 2022. The reviewers and their institutional affiliations are recognized on the next two pages. We deeply appreciate the presenters and reviewers for their valuable contributions to the conference and applaud their dedication to advancing the education and scholarship in travel, tourism, and hospitality.

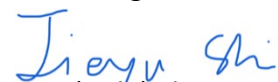
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On behalf of Academic Committee
ISTTE 40th (2021) Annual Conference


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TABLE OF CONTENTS

PART I FULL PAPER PRESENTATIONS

TRUMP’S TWIPLOMACY AND PANDEMIC EFFECT ON CHINESE TOURISM TO THE US	2
CARL A. BOGER JR., AGNES DEFRANCO, AND JEANNA ABBOTT <i>University of Houston, USA</i>	
EXPLORING GENDER BARRIERS TO PROGRESSION WITHIN IRISH HIGHER EDUCATION INSTITUTES.....	3
NOELLE O’CONNOR <i>Technological University of the Shannon, Ireland</i>	
FACTORS INFLUENCING CONSUMERS’ INTENTION TO PURCHASE TOURISM FINANCIAL PRODUCTS.....	4
XUECHUN WANG ¹ AND AI XU ² ¹ <i>The University of New south Wales, Australia</i> ² <i>Beijing Normal University Zhuhai, China</i>	
ACCEPTANCE AND EXPECTATIONS OF HALAL TOURISM AS MAINSTREAM TREND AMONG INDIAN MUSLIM TOURISTS.....	5
MONIKA BARNWAL AND VIJAY KUMAR <i>Jamia Millia Islamia, India</i>	
THE TIMES THEY ARE A-CHANGIN: PEDAGOGY’S PANDEMIC PARADIGM SHIFT	6
ANGELA DURKO <i>Texas A&M University, USA</i>	
PLASTIC PANDEMIC AVOIDANCE: KEEP CUP THE GOOD WORK! ADDRESSING GLOBAL PLASTIC WASTE THROUGH STARBUCKS’S BORROW-A-CUP PROGRAM	7
CHIN-HSUN (KEN) TSAI ¹ , CHING-HUI (JOAN) SU ¹ , HYUN JEONG (JENNY) KIM ² , ERIC A. BROWN ¹ , AND LIN-CHUN LIN ³ ¹ <i>Iowa State University, United States</i> ² <i>Washington State University, United States</i> ³ <i>Montclair State University, United States</i>	
CONSTRUCTING A VIRTUAL DESTINATION FOR A WORLD AUDIENCE: EXAMINING THE IMAGINARIES AND IMPLICATIONS OF LI ZIQI’S CHINESE RURAL IDYLL ON YOUTUBE	8
YANG JIAO ¹ , MARK ZHENHAO MENG ² , AND YUNZI ZHANG ³ ¹ <i>Local Indicators of Climate Change Impacts</i> ² <i>Indiana University Kokomo, USA</i> ³ <i>Northern Marianas College. USA</i>	
TOURISM PLACE MAKING OF ANCIENT TOWN: EVIDENCE FROM TAI’ERZHUANG, CHINA	9
MIN LYU ¹ , TONGQIAN ZOU ¹ , AND JIANAN LEE ² ¹ <i>Beijing International Studies University, China</i> ² <i>Purdue University, USA</i>	
FROM INDUSTRY TO EDUCATION: MY TEACHING PHILOSOPHY AND REFLECTION	10
HONGBO ZHANG <i>Hong Kong Polytechnic University, Hong Kong SAR, China</i>	

HOW DO SINCERE SMILES COME ABOUT? AN EXPLORATION ON DETERMINANTS OF GENUINE EMOTIONS OF HOTEL EMPLOYEES.....	11
TING ZHOU ¹ AND FENGXIA SHI ²	
<i>¹Hong Kong Polytechnic University, Hong Kong SAR, China</i>	
<i>²International College of Xiamen University, China</i>	
HOSPITALITY: WESTERN PRINCIPLES VS. CHINESE CHARACTERISTICS	12
LIPING CAI, JIANAN LEE, AND JIEYU SHI	
<i>Purdue University, USA</i>	
PROMOTING UNDERGRADUATES RESEARCH COMPETENCES AND TECHNIQUES: A CASE STUDY OF A TOURISM DESTINATION MANAGEMENT COURSE.....	13
JOANA A. QUINTELA AND MARÍLIA DURÃO	
<i>University Portucalense, Portugal</i>	
ENABLING CRITICAL THINKING DISPOSITIONS AMONGST STUDENTS IN HOSPITALITY FINANCIAL MANAGEMENT	14
REKHA MANIRAM	
<i>Durban University of Technology, South Africa</i>	
EMBEDDED EMPIRICAL RESEARCH ABOUT THE EFFECTS OF VISUAL AND VERBAL APPEALS OF ONLINE RESTAURANT MENU INTO THE MENU PLANNING LECTURE.....	15
PRAWANNARAT BREWER	
<i>Western Carolina University, USA</i>	
ENHANCING INTERCULTURAL COMPETENCE IN HOSPITALITY AND TOURISM CURRICULUM	16
JIEYU (JADE) SHI, LIPING A. CAI, SUSAN GORDON, AND ALEI FAN	
<i>Purdue University, USA</i>	
REVISITING A DESTINATION IMAGE MODEL IN THE SOCIAL MEDIA CONTEXT WITH THE MODERATOR OF SOCIAL DISTANCE FROM A CONSTRUAL LEVEL PERSPECTIVE.....	17
HEELYE PARK AND SOJUNG LEE	
<i>Iowa State University, USA</i>	
A LIGHT IN THE DARK – BLACK CONSUMER MOTIVATION IN DARK TOURISM.....	18
SURJEET BAIDWAN	
<i>Mount Saint Mary's University - Los Angeles, USA</i>	
CRISIS REMOTE LEARNING DURING THE COVID-19 PANDEMIC: GLOBAL CASE STUDY IN TOURISM	19
CLAUDIA G. GREEN	
<i>Pace University, USA</i>	
EFFECTS OF PERCEIVED TOURISM WEBSITE IMAGE ON UNDERGRADUATE STUDENTS’ PURCHASE INTENTION: A CASE IN CHINA	20
YIJIA GAO ¹ , AI XU ² , AND ZONGQING ZHOU ³	
<i>¹The University of Edinburgh, United Kingdom</i>	
<i>²Beijing Normal University Zhuhai, China</i>	
<i>³Niagara University, USA</i>	

PART II POSTER PRESENTATIONS

INTERCULTURAL COMPETENCE OF UNDERGRADUATE STUDENTS MAJORING IN HOSPITALITY AND TOURISM: AN ASIAN CASE STUDY 22

HAERI JANG¹, JURAK KIM², JIHYUN LEE³, AND SUH-HEE CHOI¹

¹*Kyung Hee University, South Korea*

²*Seoul National University, South Korea*

³*UNSW-Sydney, Australia*

ASSESSMENT OF THE PHENOMENON OF BRAIN DRAIN IN GREECE: RECOMMENDATIONS TO ENABLE YOUNG PROFESSIONALS TO RETURN TO THEIR HOME COUNTRY. 27

DIMITRA KATSOLARI AND FLORIAN HUMMEL

International University of Applied Sciences - Berlin, Germany.

THE PATHS AND PATHS SELECTION MECHANISM OF INDUSTRIAL CONVERGENCE BETWEEN TOURISM AND PERFORMING ARTS IN SHANGHAI: A RESEARCH ON RELATED ENTERPRISES BASED ON GROUNDED THEORY 28

XUAN GUAN

Shanghai Institute of Tourism, China

CREATING A FOOD TOURISM COURSE THAT HAS SUSTAINABILITY AT ITS CORE..... 29

CHRISTINE BERGMAN

University of Nevada Las Vegas, USA

FOR THE LOVE OF MUSIC: FESTIVALGOERS LOYALTY, WORD-OF-MOUTH AND SUSTAINABILITY BEHAVIORS AS AN APPLICATION OF THE EXPERIENCE ECONOMY..... 30

ANNAMARIE D. SISSON

Southern Connecticut State University, USA

UNDERGRADUATE STUDENTS' INTERNATIONAL FIELD TRIPS: PERCEPTIONS OF MACAO STUDENTS MAJORING IN TOURISM AND RELATED FIELDS..... 31

RACHEL LUNA PERALTA¹, CINDIA CHING-CHI LAM¹, JONG-KU PARK¹, AND SUH-HEE CHOI^{1,2}

¹*Macao Institute for Tourism Studies, Macao SAR, China*

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SERVICE LEARNING DURING THE COVID-19 PANDEMIC: THE CASE OF A TOURISM GEOGRAPHY COURSE IN KOREA 36

SUH-HEE CHOI

Kyung Hee University, South Korea

HOW DO TOURISM ACTORS EXHIBIT DIFFERENT PERCEPTIONS ABOUT THE SCOPE OF DARK TOURISM SITES? EVIDENCE FROM INSTAGRAM POSTS 37

JONGHWAN LEE, SUH-HEE CHOI, AND CHUL SUE HWANG

Kyung Hee University, South Korea

HOW DOES THE HOSTING EXPERIENCE OF IMMIGRANTS HELP BUILD A SENSE OF PLACE ABOUT THE HOST REGION? NARRATIVES FROM KOREAN IMMIGRANTS TO VIETNAM 43

HAERI JANG AND SUH-HEE CHOI

Kyung Hee University, South Korea

COVID-19 AND ITS IMPACT ON INDIAN BABYMOON TRAVELER’S CHOICE OF DESTINATION	47
PARTHO PRATIM SEAL AND SENTHILKUMARAN PIRAMANAYAGAM <i>Manipal Academy of Higher Education, India</i>	
SINK OR SWIM: INDIAN SMALL FOOD SERVICE PROVIDERS’ RESPONSE TO COVID-19 PANDEMIC	48
SENTHILKUMARAN PIRAMANAYAGAM AND PARTHO PRATIM SEAL <i>Manipal Academy of Higher Education, India</i>	
EXPERIENTIAL LEARNING IN TOURISM /HOSPITALITY, STUDENTS HACKATHON AND CAREER TRAJECTORY IN DURBAN UNIVERSITY OF TECHNOLOGY	49
SAMUEL UMOH UWEM, NOKUTHULA CELE, AND OYEWO ADETOLA ELIZABETH <i>University of KwaZulu-Natal, South Africa</i>	
THE INFLUENCE OF VIRTUAL REALITY (VR) TECHNOLOGY ON WINE APPRECIATION EDUCATION	50
XINYUE LI ¹ , CARL BEHNKE ¹ , AND MICHAELA NUEBLING ² ¹ <i>Purdue University, USA</i> ² <i>Duale Hochschule Baden-Württemberg Ravensburg, Germany</i>	
TRAVEL INFORMATION SEARCHING BEHAVIOR: A STUDY OF COVID-19 EFFECTS	51
LI-CHUN LIN ¹ AND ZONGQING ZHOU ² ¹ <i>Montclair State University, USA</i> ² <i>Niagara University, USA</i>	

PART III WORKING PAPER PRESENTATIONS

WORK-LIFE BALANCE IN QUARANTINE: THE HOSPITALITY AND TOURISM EDUCATOR EXPERIENCE.....	53
MIRANDA KITTERLIN-LYNCH ¹ , JAMES WILLIAMS ² , LISA CAIN ¹ , AND ANDREW MOREO ¹ ¹ <i>Florida International University, USA</i> ² <i>University of Tennessee, USA</i>	
MEDIA REPRESENTATION OF BRANDING MESSAGES: UNESCO CREATIVE CITIES IN CHINA.....	54
CHUNYING WEN ¹ , BOWEN ZHANG ¹ , AND LIPING CAI ² ¹ <i>Communication University of China, China.</i> ² <i>Purdue University. USA</i>	
EXPLORING TOURISM THROUGH FILM: AN INTERDISCIPLINARY COURSE PARTNERSHIP WITH MEDIA ARTS, ANTHROPOLOGY, AND TOURISM	55
MATTHEW J. STONE, CHIARA FERRARI, QUINN WINCHELL, AND WILLIAM NITZKY <i>California State University, Chico</i>	
PERFECT PRACTICE MAKES PERFECT: PREPARING STUDENTS TO HANDLE CONFLICT USING AVATARS.....	56
LIONEL THOMAS JR., JOHN LAX, EMILY KOCHANSKI, AND SAMANTHA PARISI <i>Saint Leo University. USA</i>	
HOSPITALITY EDUCATORS’ PERCEPTIONS OF EDUCATION INSTRUCTIONAL INNOVATIONS.....	58
MAN KIT LEE AND CATHERINE CHEUNG <i>Hong Kong Polytechnic University, Hong Kong SAR, China</i>	

TRANSFERABLE JOB SKILLS AND THEIR IMPORTANCE FOR HOSPITALITY GRADUATES.....	59
--	-----------

NAVNEET OSAHAN AND WAYNE SMITH
Ryerson University, Canada

ATTITUDE CHANGE TOWARDS VIRTUAL EVENT WEBSITES: COMPARING CUSTOMER REVIEWS BEFORE AND DURING THE COVID-19 PANDEMIC.....	60
--	-----------

JIJUN CHEN AND YING LU
University of Kentucky, USA

PART IV WORKSHOP PRESENTATIONS

WORKSHOP ON THE KNOW-HOW OF PROGRAM DESIGN AND CURRICULUM DEVELOPMENT	62
--	-----------

TANG LIU
Shanghai Institute of Tourism, China

EDUCATION 3.0: AN ERA OF CUSTOMIZED EDUCATION.....	64
---	-----------

LISA CAIN, ANDREW MOREO, AND MIRANDA KITTERLIN-LYNCH
Florida International University, USA

ASSESSING THE ROLE OF TRANSFORMATIVE TOURISM PEDAGOGY FIELD EXPERIENCES IN DEVELOPING SELF-EFFICACY.....	65
---	-----------

EMILY PAULINE YEAGER¹, STEFANIE BENJAMIN², ALANA DILLETTE³, AND ANDREW GOAD⁴
¹*East Carolina University, USA*
²*The University of Tennessee Knoxville, USA*
³*San Diego State University, USA*
⁴*East Carolina University, USA*

ENHANCING ONLINE COURSES WITH CIVIC ENGAGEMENT THROUGH SERVICE LEARNING.....	66
---	-----------

JULIE DORT AND MIMI GOUGH
Purdue University Global, USA

FIRST-TIME GRADUATE INSTRUCTOR: THE GOOD AND THE BAD (IN PANDEMIC).....	67
--	-----------

JIANAN LEE, JIEYU SHI, AYRIELLE DAVIS-ESPINOSA, AND LIPING CAI
Purdue University, USA

HOSPITALITY AND TOURISM EDUCATION IN A POST-COVID WORLD: CHALLENGES AND OPPORTUNITIES IN SERVICING DIVERSE LEARNERS IN A DIGITAL AGE	68
---	-----------

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PART I FULL PAPER PRESENTATIONS

Trump's Twiplomacy and Pandemic Effect on Chinese Tourism to the US

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ABSTRACT

President Trump's China twiplomacy had a negative 3 to 1 margin, potentially correlating to a continuous decrease of Chinese visitors to the United States (US). This raises concerns because China is the fourth largest US source market and first in expenditures. Thus, this study aims to establish the influence of Trump's twiplomacy on the number of Chinese visitors to the US. Regression SARIMA (1,0,1)(1,1,0)₁₂ with drift determined the impact of Trump's twiplomacy on Chinese visitors to the US preceding the pandemic; then forecasted the effects during the pandemic since the coronavirus impeded the flow of Chinese visitors to the US and obscured the twiplomacy effect. Results indicate that Trump's negative twiplomacy before or during COVID-19 served as a leisure constraint for Chinese citizens visiting the US and a catalyst for other constraints. In contrast, his positive twiplomacy generated more Chinese visitors.

Keywords: China, tourism, Trump, twiplomacy

Exploring Gender Barriers to Progression within Irish Higher Education Institutes

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ABSTRACT

The scope of this literature review is to examine why women are less likely to apply for a management position in an Irish higher education institutions (HEI). This paper will discuss the various definitions pertaining to gender equality (GE) and higher education (HE) (Research Objective 1 – RO) and it will evaluate the relevant academic literature on gender equality within Irish HEI (RO 2). This qualitative study identified an increasing need for a national conversation on GE and gender inequality (GI) within the context of Irish HEI (RO 1). RO 2 was achieved through examining Irish HEI, academic stakeholders and government organisations by case study analysis. Moreover, current GE interventions were investigated and it was discovered that GE has been an ongoing issue for Irish HEI. However, government implemented interventions positively impact the rollout of GE initiatives in HE within the context of Ireland. Significant research gaps were identified.

Keywords: higher education, Ireland, gender, female academics

Factors Influencing Consumers' Intention to Purchase Tourism Financial Products

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ABSTRACT

With the rapid development of internet finance, building an ecosystem of "tourism + finance" gradually become a new reforming theme in the tourism industry. Based on the Technology Acceptance Model (TAM), this study proposes an integrated model to explore which factors influence consumers' intention to purchase tourism financial products by introducing perceived risk and trust factors together with perceived usefulness and ease of use. This paper first elaborates the relevant fundamental theories and proposes research hypotheses. Then, processing and analyzing the data from 480 questionnaires by SPSS and AMOS software. Conclusions are drawn based on the structural equation model. Suggestions are put forward for the future development of tourism financial products from satisfying users' requirements of perceived usefulness and perceived ease of use of tourism financial products and reducing users' trust crisis in tourism financial products.

Keywords: tourism finance, intention to purchase, influencing factors, technology acceptance model

Acceptance and Expectations of Halal Tourism as Mainstream Trend among Indian Muslim Tourists

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ABSTRACT

The concept of Halal tourism is getting support from Muslim as well as non-Muslim destinations. There is a substantial influx in the number of Muslim travelers especially Indian Muslims towards Halal tourism destinations across the world. The study aims to study acceptance of the expectations placed on the Halal Tourism versus the reality of Halal based facilities and services in destination by examining the Indian Muslim Tourists' responses towards parameters of Halal Tourism. A Sample of 150 respondents has been collected through an online questionnaire with the help of simple random sampling technique and analyzed through descriptive and inferential statistical tools by SPSS.

Keywords: Halal tourism, Halal friendly, Indian Muslim tourists, destination management

Practical implications: The Muslim tourists' expectations are measured on the basis of Halal-based parameters- Halal Motivations, Availability of Resources, Compatibility towards destinations. The acceptance of destinations according to Halal Tourism requires a new personalized management approach for this customer segment and understands their needs according to Sharia law.

Findings: The results of the paper showed that the core three parameters on which tourist's acceptance towards halal tourism can be measures. Also, the findings through data analysis gives a better understanding of Muslim tourists in current situation and for the theoretical foundation of analyzing their needs and expectations for the tours. In education, the study gives a direction towards studying the behavior of Halal-based tourists which destination management can analyze to improve their Halal tourism market.

Research limitations: The study is restricted towards limited variables, respondents and research area of university and may or may not be generalized to all Muslim tourists.

The Times They Are A-Changin: Pedagogy's Pandemic Paradigm Shift

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ABSTRACT

COVID may have left scars and many negatives on our society, environment and industries. However, it can't be denied silver linings exist and could be a much-needed paradigm shift academia has been lacking. This case study utilized feedback from university students enrolled in a course new to the Synchronous format. It revealed students' perceived benefits of Synchronous learning environments to include mental health benefits, flexibility, positive academic performance and more. The findings showcase elements for successful remote teaching, and suggest a sector of university students have found positive benefits in these changing academic times.

Keywords: technology, tourism and hospitality education, remote learning, synchronous teaching

Plastic Pandemic Avoidance: Keep CUP the Good Work! Addressing Global Plastic Waste through Starbucks's Borrow-A-Cup Program

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ABSTRACT

Disposable plastic waste has now spread to every corner of the globe. To avoid wreaking additional havoc on our world, wholesale change is needed. Collaboration, creative rewards, forward-thinking businesses, and consumer demand are all required to pursue viable and sustainable changes. Starbucks believes a call to action is needed to innovate more environmentally friendly solutions and share those solutions in response to an almost unavoidable crisis. As a result, Starbucks has introduced Borrow-A-Cup, a cup rental program, in line with its mission of reducing disposable plastics. This case demonstrates how Starbucks is actively seeking solutions to the single-use crisis by 2030 and the challenges associated with doing so.

Keywords: sustainability, waste management, plastic waste, circular economy

Constructing a Virtual Destination for a World Audience: Examining the Imaginaries and Implications of Li Ziqi's Chinese Rural Idyll on YouTube

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ABSTRACT

This study investigates the key elements of a rural idyll constructed collaboratively by YouTube influencer Li Ziqi and her global audience in order to provide insights on how the imaginaries of a virtual destination help the audience to experience a rural idyll through watching YouTube videos and its implications for rural tourism development. Authors employed grounded theory analysis in analyzing viewer comments to identify eight groups of themes that are linked to the ancient theories of *Shi Wai Tao Yuan* and rural idyll. As rural destinations and virtual tourism gain attention during the pandemic, this study discusses a rural idyll constructed online and its potential for creating new possibilities of rural tourism in a post-COVID 19 era.

Keywords: Li Ziqi, rural idyll, rural tourism, YouTube

Tourism Place Making of Ancient Town: Evidence from Tai'erzhuang, China

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ABSTRACT

Homogenization and delocalization issues urge the need to address the existing conflicts between tourism development and place meanings. Through participatory observations and semi-structured interviews, this study is guided by the Actor-Network Theory (ANT) to examine the mechanism of tourism place making. With a case study on Tai'erzhuang, an ancient town in China, this paper explores the characteristics and procedures of tourism place making from the perspectives of local government, entrepreneurs, tourists, and local residents. The findings suggest that (1) authenticity is an essential element in ancient town place making, (2) ancient town place making bears the characteristics of “time-space compression,” (3) the “government-enterprise” model of tourism place making exhibits an imbalance of influential actors and the discourse of power. Place making represents a dynamic balance of time and space. Landscape and the spatial functions are the fundamental to interpret the meaning of a place. Locality is the foundation of tourism while tourism expands the interpretation of locality. The key to tourism place making is the synchronization of authentic local culture and everyday lifestyle. Community engagement is an essential element of sustainable tourism place making.

Keywords: tourism, place making, ancient town, actor-network theory

From Industry to Education: My Teaching Philosophy and Reflection

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ABSTRACT

This paper provides a clear and extensive discussion of the author's educational philosophy in teaching hospitality and tourism courses in Hong Kong. Teaching and practice, the relationship between teachers and students, as well as the satisfaction of students and teachers, are reflected. Through carefully documented sources, the author illustrated how personal professional experience is used and can be used to enhance teaching and learning according to the Asian paradigm of tourism education. Addressing the international vision as a valuable resource, the author expresses dedication and passion for teaching by analyzing the cross-industry demand, the interdisciplinary educational experience, as well as the social and cultural diversity among teachers, students, and colleagues. Before proposing suggestions for improving teaching effectiveness, a self-evaluation of the teacher's capabilities is conducted. The paper potentially contributes to the literature on hospitality and tourism education and provides constructive references to teaching practices for undergraduate students in Asia.

Keywords: teaching philosophy, teaching assistant, tourism industry, tourism educator

How Do Sincere Smiles Come about? An Exploration on Determinants of Genuine Emotions of Hotel Employees

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ABSTRACT

This exploratory study starts with investigating the contribution of the emotional labor of hotel employees in a luxury hotel in Thailand, before probing into the determinants of the employees' genuine emotions. The site-visiting, observation, and in-depth interviews with nine employees of Sukhothai Hotel of Thailand were conducted. The results show that most employees present their genuine emotions with appropriate emotion control when serving the guest. A variety of determinants contribute to their genuine emotions. These determinants include Thailand culture, personality, and emotion management from the hotel. Finally, the emotional labor strategies are discussed in this paper.

Keywords: sincere smiles, genuine emotion, emotional labor strategies

Hospitality: Western Principles vs. Chinese Characteristics

Liping Cai, Jianan Lee, and Jieyu Shi

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ABSTRACT

Conceptually imported from the West, the definition and boundaries of hospitality programs in China's post-secondary education remain varied and ambiguous. By investigating westerners' observations of traditional Chinese hospitality, this study is designed to address the need to articulate the characteristics of traditional Chinese hospitality through a progressive qualitative approach. The findings identified six unique elements of traditional Chinese hospitality, including the presentation and interpretation of food and drink, etiquette and social order, the role of women, music, and performance, decorative colors, and expressive humility. The emphasis on etiquette and social order elevates traditional Chinese hospitality to the shared value influenced by Confucian principles. The recognition and understanding of the social value of traditional Chinese hospitality exhibit the potential to enrich the curricular design of the country's higher education in hospitality and tourism.

Keywords: traditional Chinese hospitality, hospitality principles, higher education

Promoting Undergraduates Research Competences and Techniques: A Case Study of a Tourism Destination Management Course

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ABSTRACT

The levels of complexity and the changing environment in which the Tourism industry operates, require critical and reflective Tourism practitioners. Consequently, and considering the need for students to develop analytical, problem-solving, and communicative skills, this article explores the research experiences of undergraduate students, focusing on the process of developing an independent, inquiry-based project. Based on a case study approach, this paper describes a research project developed by two classes of undergraduate students majoring in Tourism, providing an overview of the implementation of the project and of students' perceptions on this experience. Results suggest that adopting a research-based learning approach promotes students' engagement with research practices and increases intellectual capacity. In line with the course's final grading, students' feedback on the proposed research-based experience disclosed beneficial outcomes, allowing for the identification of a set of competences and techniques that have been most developed, as well as that need further improvement.

Keywords: undergraduate research, research-based learning, student experience, research competences and techniques

Enabling Critical Thinking Dispositions amongst Students in Hospitality Financial Management

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ABSTRACT

Several studies suggest that graduates lack the critical thinking skills required for problem-solving and effective financial decision-making in the hospitality industry. Moreover, a lacuna exists between the expectations of hospitality employers and the skills graduates actually offer. Since higher education may not be able to meet all the demands and needs of the hospitality industry; such institutions struggle to provide students with the necessary critical thinking skills. Authentic Assessment (AA) is one possible strategy, which is recognized, to develop critical skills amongst hospitality graduates. Academics are encouraged to offer explicit instruction in critical thinking to enable students to adapt to new contexts, as well as to offer collaborative learning strategies and constructivist approaches that place students at the centre of the learning process. Furthermore, the design of assessments that promote critical thinking, warrants open-ended tasks, real-world or “authentic” problem contexts, and include ill-structured problems. Hence, the purpose of this research is to explore to what extent authentic assessment enables critical thinking skills amongst first-year students in Hospitality Financial Management. This article employed a qualitative research design within an interpretative lens. Twenty-four, first year, Hospitality Financial Management students, were purposively engaged in both online reflections and semi-structured interviews. The findings of the study presented three themes that resonate with the frameworks of critical thinking. The suggested pedagogy can be adopted as an integrated assessment and embedded into the curriculum of teaching, learning and assessment.

Keywords: critical thinking, authentic assessment, hospitality financial management

Embedded Empirical Research about the Effects of Visual and Verbal Appeals of Online Restaurant Menu into the Menu Planning Lecture

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ABSTRACT

This research investigated the effects of visual and verbal appeals of online restaurant menu on consumers' behavioral intention. The study further examined how negative and positive emotions influence consumers' desire for food and perceptions, and indirectly influencing behavioral intention. Data was collected from a survey of 502 American online consumer panels. Structural equation modeling was used to test the hypothesized associations. The results showed that the menu visual appeal significantly impacted consumers' behavioral intentions, while verbal appeal has no significant influences. Moreover, anticipated negative emotions indirectly impact consumers' behavioral intentions stronger than positive emotions. The author discussed inferences and suggestions for consumer approaches. Examples of the online restaurant menu and advertisement were provided.

Keywords: menu planning, restaurant management, online menu, food ordering

Enhancing Intercultural Competence in Hospitality and Tourism Curriculum

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ABSTRACT

The study aims to explore how to enhance hospitality and tourism students' intercultural competence through curriculum design. A total of 28 in-depth interviews are conducted with students, educators, and industry professionals to discover the components for an intercultural course. The thematic analysis results provide timely and practical guidelines. Specifically, the intercultural learning materials need to stay up to date and visualize abstract cultural concepts. Recommended materials include impactful research articles, news reports, documentaries, videos, and pictures. The learning activities should be interactive and place the students in the center; guest lectures, discussions, scenario-based case studies and simulations, intercultural events, and study abroad are suggested by the interviewees. The learning outcomes assessments are expected to be reflective so that students can think through their learning experiences and changes in their knowledge, attitudes, and behaviors. Methods of group projects, presentations, and reflection papers are considered effective. The findings not only enrich the extant literature on intercultural learning in higher education and further the understanding of this concept in hospitality and tourism from the perspectives of students, educators, and industry practitioners, but also provide hospitality and tourism programs with insights about curriculum design.

Keywords: intercultural learning, intercultural competence, hospitality and tourism, course design

Revisiting a Destination Image Model in the Social Media Context with the Moderator of Social Distance from a Construal Level Perspective

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ABSTRACT

Given the importance of social media (SM) for tourism promotions, the present study examined tourists' visit decision-making model with the moderating role of social distance in the SM context, grounded construal level theory. The model included four main variables of image formation agents of SM information sources, destination image (cognitive and affective image), desire, and visit intention. Social distance indicates the extent to which the tourist perceives emotional distance from residents of a tourism destination. The sample of prospective tourists (n = 699) revealed significant relationships between the four sequentially related variables of the model. Notably, desire significantly mediated the relation between affective image and visit intention. Furthermore, the latent moderated structural equation modeling analysis revealed significant interactions between social distance and the agents, affective image, and desire in the decision-making process. The findings provide several important insights into the tourist's visit destination making in the SM context. Information sources within SM play a significant role as image formation agents for a tourism destination. The findings of the significant interaction effects suggest that heuristics of social distance perceptions are present in the visit decision making process and interacted with the variables of the model. Therefore, the tourist's making of a visit decision is better explained in the interactive model. Directions for future studies and practical implications are suggested.

Keywords: tourism, marketing, destinations, destination image, social distance

A Light in the Dark – Black Consumer Motivation in Dark Tourism

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ABSTRACT

This article presents a qualitative phenomenological study designed to explore Black consumer behavior, namely motivation to visit a contemporary dark tourism site in urban America. This aspect of Black consumer behavior was examined to fill a gap in the literature regarding what motivates Black people to visit places where death and suffering have famously occurred, especially in contemporary contexts. This project was significant because it better explained an under-represented aspect of dark tourism, namely the Black dark tourism experience which has largely been unaddressed. Theme analysis and multiple in-depth interviews were conducted to execute the study's phenomenological design. The results of the study suggested that Blacks who partake in dark tourism at sites with contemporary significance to the community are motivated to do so by a desire to share, to pay respects, and to better understand issues currently affecting the community.

Keywords: Black consumer behavior, dark tourism, African American tourism, Black Lives Matter

Crisis Remote Learning during the COVID-19 Pandemic: Global Case Study in Tourism

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ABSTRACT

This case study and review of literature demonstrate the strategies for successful application of online learning theories and principles during the COVID-19 pandemic. The rapid pivot of educators from face-to-face to online teaching was the world's largest experiment in remote learning. This research examines the challenges, opportunities, and constraints (Carrillo & Flores, 2020) to effective teaching and learning during this unprecedented time from the perspective of the faculty as well as the lessons learned for the future. This case study of an undergraduate Tourism Management course describes how that faculty pivoted to teaching asynchronously in 21 countries representing 10 different time zones. The primary Civic Competency mapping assignment in the course formerly focused on local NYC destinations, but had to change to global destinations due to the COVID-19 pandemic subsequent quarantine of 40 students in their home countries. The case study demonstrates the importance of innovation, resilience, risk-taking and supporting resources in navigating a crisis and pivoting to online learning.

Keywords: online teaching, case study, global, mapping

Effects of Perceived Tourism Website Image on Undergraduate Students' Purchase Intention: A Case in China

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ABSTRACT

Undergraduate students are becoming important consumers of online travel and tourism products and services. Consequently, it is important to understand whether those OTA website image factors perceived by consumers have an effect on undergraduate students' purchasing behavior. This paper reports the result of a study in which a survey was conducted among undergraduate students from several Chinese universities. Data were collected using an online survey tool and posted on social media websites. A total of 796 valid responses were obtained. The descriptive statistics and the results from a regression analysis show that Product Image, Convenience Image, Safety Image, Appearance Image, and Social Image have significant positive correlation effects on undergraduate students' Purchase Intention in the Ctrip website. Interestingly, this study shows no significant relationship between Service Image and Purchase Intention. The findings of this study are valuable for tourism website operators to improve their website design, marketing strategies and online services.

Keywords: online travel and tourism, website image, online store image, purchase intention, undergraduate students, Ctrip

PART II POSTER PRESENTATIONS

Intercultural Competence of Undergraduate Students Majoring in Hospitality and Tourism: An Asian Case Study

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ABSTRACT

Considering that the career paths of the students enrolled in undergraduate programs in tourism are expected to involve interactions with people from diverse cultures, it is crucial to examine course offering to enhance undergraduate students' intercultural competence. Our study focuses on the intercultural interest and effectiveness of undergraduate students attending a higher education institution specialized in tourism and hospitality education in Macao, China, and compare them with undergraduate students from a comprehensive university in Seoul, South Korea. The results show that the Macao students had significantly higher intercultural interest than the South Korean counterpart. Furthermore, they were more competent about interaction relaxation and interactant respect but less so with message skills and identity-management, compared to the South Korean students. Implications for tourism education, especially in the Asian region, are discussed.

Keywords: intercultural effectiveness, intercultural interest, Macao, tourism education

Introduction

In the globalized world, it is increasingly important for individuals to possess intercultural sensitivity and confidently interact with people from other cultures. This is especially relevant to students majoring in tourism and related fields of study because their careers are expected to involve extensive intercultural interactions. Over the last twenty years, the Macao government has put an effort to become "a global center of tourism and leisure" and to nurture manpower and talent in order to accommodate the increasing demand for human resources in hospitality and tourism. Included in this effort is the development of intercultural competence among students with tourism majors by strengthening the curriculum focused on tourism education.

This study examines the intercultural interest and effectiveness, two integral aspects that enable students to understand intercultural competence, of Macao students majoring in tourism and related fields and compares them with students enrolled in a comprehensive university in South Korea. By identifying the Macao students' strengths and weaknesses in terms of intercultural competence, we expect to reveal the implications of intercultural education for tourism students.

Intercultural Interest and Effectiveness

The intercultural interest scale is a five-item scale proposed by Klinge et al. (2009). It measures individuals' interest in communicating with people from different cultures, respecting

the cultural expressions of others, improving intercultural communication, working with people from different cultures, and learning about other cultures.

The intercultural effectiveness scale is a six-factor, 20-item scale developed by Portalla and Chen (2010). Behavioral Flexibility captures the ability to adjust behavioral patterns based on one's understanding of the cultural context of the situation. Interaction Relaxation refers to the extent to which individuals feel comfortable about communicating and interacting with others. Interactant Respect refers to how valuable individuals perceive their intercultural counterpart and show respect through their behavior. Message Skills refer to the competence to understand and manage conversations depending on the culture of the counterpart. Identity Management denotes the ability to take care of the counterpart's identity by adjusting one's identity during intercultural interactions. Lastly, Interaction Management captures the individual's ability to initiate, maintain, and terminate conversations appropriately with culturally different counterparts depending on their understanding of the counterpart's culture. These scales intend to capture individuals' intercultural competence and focus on measuring how interested in and skillful individuals are at communicating with people from different cultures through adjusting their attitudes and behaviors and crafting appropriate messages.

Methods

The study participants were recruited by email invitations containing a description of the study sent out to students at a public tertiary educational institution in Macao that specializes in tourism and hospitality education. As a comparison group, another set of data were collected from students at a comprehensive university in Seoul, South Korea. Both surveys were conducted online: a bilingual questionnaire of English and Traditional Chinese was used for the Macao students and a Korean questionnaire was used for the Korean students.

The questionnaire consisted of three parts—intercultural interest, intercultural effectiveness, and demographic information. The five-item scale from Klinge et al. (2009) was used to measure intercultural interest. Portalla and Chen (2010) was adopted to measure intercultural effectiveness. Items were measured with a five-point Likert scale. Students' GPAs, educational aspirations, and other demographic questions including their nationality, place of birth, immigration status, length of stay in the current region, gender, age, and major, as well as the sociocultural background of their parents were asked. After excluding exchange students, international students, and incomplete and invalid responses, 235 responses from Macao and 381 responses from South Korea were deemed usable for the final analysis.

Results

Class levels of the respondents were distributed quite evenly. Three-fourths of the respondents from the Macao sample were female, which reflects the large majority of female students enrolled in the institution. Among the students from South Korea, there were slightly more female than male respondents. The sample roughly represented students from a variety of majors. Overall educational levels of the parents of the Macao students were lower than those of the South Korean students.

The summated scores of the five items measuring students' intercultural interest (Klinge et al., 2009) ranged from 0 to 25, and the summated scores of the 20 items for intercultural

effectiveness (Portalla & Chen, 2010) ranged from 0 to 100. The results (Table 1) show that the Macao students had slightly higher summated intercultural interest and intercultural effectiveness than the South Korean students, and the standard deviations of intercultural interest and intercultural effectiveness were lower among the Macao sample. Higher standard deviations of both summated indicators for the South Korean sample than the Macao sample showed that the South Korean students' intercultural interest and effectiveness vary by individuals more than those among the Macao students. The difference in mean values was significant at the .05 level for intercultural interest ($t=3.10$, $p<.01$) but not so for intercultural effectiveness ($t=.55$, $p=.58$). Specifically, the Macao student data had significantly higher mean values for the first three items about intercultural interest; for the fourth item, the mean difference was not significant at the .05 level. The South Korean student sample had a higher mean value for the fifth item which measured the desire to learn about other cultures (Table 2).

Table 3 shows the differences in aggregated mean values of intercultural effectiveness by each of the six factors. The results show that, for both groups, the aggregated mean scores for Behavioral Flexibility were the lowest across the six dimensions. On the other hand, Interactant Respect had the highest mean values. Macao students had significantly stronger intercultural effectiveness in terms of Interaction Relaxation and Interactant Respect at the significance level of .05. The South Korean students, on the other hand, demonstrated significantly stronger intercultural effectiveness in Communication/Message Skills and Identity-Management. Specifically, for Behavioral Flexibility (Factor 1), the mean values for all the items were not statistically significant at the significance level of .05. For each item related to Interaction Relaxation (Factor 2), the Macao students had significantly higher mean values, except for the item, "I find it is easy to talk with people from different cultures," which had a p-value of .26. The item, "I find it is easy to identify with my culturally different counterparts during our interaction," had a p-value less than .01. Among the three items relating to Interactant Respect (Factor 3), the two items asking about appropriate eye contact during the intercultural interaction and behaviorally respecting the opinions of intercultural counterparts had significantly higher mean values for the Macao than the South Korean students with p-values of less than .01.

For two factors, Message Skills (Factor 4) and Identity Management (Factor 5), the South Korean students demonstrated significantly higher scores than the Macao students did. Specifically, regarding the former, the South Korean students were more effective at understanding grammar and distinguishing between different types of information. One item, which measured how much the respondent follows the conversation during intercultural interactions, was not significant across the two groups with a p-value of .76. Similarly, for the Identity Management factor, the South Korean students had significantly better mean values across the items; one item about a sense of distance showed a significant difference mainly due to a very low mean value for this item among the Macao students.

Lastly, there were no significant differences in the means for either of the two items that measured Interaction Management (Factor 6), indicating that both groups of students had similar perceived levels of ability to express ideas and answer questions effectively during intercultural interactions.

Discussion

This study shows that Macao students had better intercultural interest overall and displayed an advantage in two aspects of intercultural effectiveness—interaction relaxation and interactant respect—when compared to the South Korean respondents. Considering that Macao is more multi-cultural than South Korea, Macao students could have more opportunities to interact with diverse people from different cultural backgrounds in everyday life. Moreover, the way Macao students were educated in their college, which considers intercultural training and facilitates exposure to intercultural settings, likely affected such aspects of their intercultural competence.

On the other hand, South Korean students showed better intercultural competence with regard to message skills—especially grammar and some aspects of literacy—and identity management. These results may reflect the lower sociocultural backgrounds (i.e., the lower educational levels of the parents) of the Macao students. The results may also be related to the curriculum differences in these two institutions. All classes in the Macao institution are conducted in a second language for most of the Macao students. Thus, the Macao students may have had their grammatical and logical foreign language errors pointed out more frequently than their South Korean counterparts. This may have influenced the Macao students' lower intercultural effectiveness.

Living in a multicultural society, having faculty members from diverse countries, and having the course offering in second and third languages in the Macao institution could have been contributed to the Macao students' more and consistent exposure to other cultures. Interestingly, students from both groups had relatively poor behavioral flexibility in general, which might have originated from the Asian cultural tendency to avoid expressing themselves or their opinion directly.

The present study suggests that educational institutions specialized in tourism may consider more explicit teaching of effective self-expression, communication skills, and skills that help students consider the interactants' cultural identity while managing their own. Our study calls for a further longitudinal investigation to reflect changes in the educational environment as well as each of the societies.

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Table 1
Intercultural Interest and Intercultural Effectiveness (Summated Scores)

	Intercultural Interest		Intercultural Effectiveness	
	Macao	South Korea	Macao	South Korea
N	235	381	235	381
Mean	20.54	19.75	63.28	62.94
Median	20	20	63	63
Std. Deviation	2.78	3.58	6.56	8.82
Skewness	-.34	-.73	.31	-.19
Kurtosis	.96	1.1	.18	.09
Minimum	9	5	44	28
Maximum	25	25	84	85
Percentiles	25%	19	18	57
	50%	20	20	63
	75%	23	22	70
t	3.10		.55	
p-value	<.01		.58	

Table 2
Intercultural Interest by Items Across Two Samples

Items	Macao		South Korea		t	p
	Mean	SD	Mean	SD		
1. Interest in intercultural communication	4.24	.66	3.94	.88	4.55	<.01
2. Interest in the way in which individuals from other cultures express themselves	4.16	.67	3.83	.87	5.30	<.01
3. Desire to know more about intercultural communication	4.15	.77	3.90	.90	3.54	<.01
4. Interest in working together with individuals from other cultures	3.97	.74	3.84	.96	1.86	.06
5. Desire to learn about other cultures	4.03	.73	4.24	.79	-3.45	<.01

Table 3
Intercultural Effectiveness by Factors Across Two Samples

	Macao		South Korea		t	p
	Mean	SD	M	SD		
Factor 1 Behavioral Flexibility	2.65	.53	2.67	.48	-.29	.77
Factor 2 Interaction Relaxation	3.28	.53	3.03	.73	4.89	<.01
Factor 3 Interactant Respect	4.19	.54	3.94	.54	5.66	<.01
Factor 4 Message Skills	2.66	.57	3.03	.73	-7.17	<.01
Factor 5 Identity Management	3.09	.56	3.30	.67	-4.24	<.01
Factor 6 Interaction Management	3.24	.64	3.17	.78	1.37	.17

Note. See Portalla & Chen (2010) for detailed items for each factor.

Assessment of the Phenomenon of Brain Drain in Greece: Recommendations to Enable Young Professionals to Return to their Home Country.

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ABSTRACT

Greece faces an intensified brain drain especially after the financial crisis. Brain Drain phenomenon represents a threat to Greece's economic development, mainly regarding tourism sector that has already been facing a talent shortage. This paper examines and assesses the phenomenon of young skilled migration in Greece. Furthermore, this study intends to identify the reasons that would make young professionals to return in Greece and it also makes some recommendations to achieve their repatriation. Online questionnaires were used to select the data for the purpose of this research. All the online questionnaires distributed via Facebook in different Greek communities all over the world and the data have been analyzed by using different statistical methods. The analysis identified some potential reasons that would make young skilled professional to return in Greece and it also generates a set of recommendations in order to facilitate the return of Greek migrants.

Keywords: Greece, brain drain, repatriation, Greek skilled migrants

The Paths and Paths Selection Mechanism of Industrial Convergence between Tourism and Performing Arts in Shanghai: A Research on Related Enterprises Based on Grounded Theory

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ABSTRACT

This article explores the paths of and paths selection mechanism of industrial convergence between tourism and performing arts in Shanghai by grounded theory. The findings show there are two paths of industrial convergence between tourism and performing arts. One path is the one-factor-integrated path. The other path is the multi-factor-integrated path. And three factors have significant effect on enterprises' path selection, including integrating motivation, integrating abilities, and the forms of urban tourism. This research developed a theoretical model of the enterprises' paths selection mechanisms based on the logic of "motivation – ability – context – paths choice model". The model fills the research gap with the regard to the factors influencing enterprises' integrating paths selection. Moreover, this paper introduces the two paths of industrial convergence between tourism and performing arts and has practical significance for the enterprises integrating path choice.

Keywords: tourism, performing arts, industrial convergence, Shanghai

Creating a Food Tourism Course that Has Sustainability at its Core

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ABSTRACT

Food tourism is increasing across the planet. This is thought to be due to factors such as travelers' desire to learn about the culture of others, to please their palates, to appease their hedonistic desires, etc. This can have a positive effect on regional developing economies, but it can also add to the increasing problem of over-tourism. Food tourism professionals need to understand the complexity of these issues in order to address their organizations environmental, social, and economic sustainability. An undergraduate course has been designed that used the Good Practice Learning and Teaching for Sustainability Education Framework to create the learning outcomes for the course and to develop the pedagogical techniques. In addition, the United Nations Sustainable Development Goals were used to focus all presentations and assignments.

Keywords: sustainable, tourism, food, undergraduate course

For the Love of Music: Festivalgoers Loyalty, Word-of-Mouth and Sustainability Behaviors as an Application of the Experience Economy

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ABSTRACT

As the popularity of music festivals increases worldwide, an essential component for successful festivals is creating an exceptional guest experience. A conceptual model is proposed, positing that experience economy has a positive effect on loyalty, word-of-mouth (WOM) intentions, and sustainability behaviors of event attendees at a music festival that focuses on sustainability. Multiple regression and Structural Equation Modeling (SEM) were employed to test the model using data collected from 216 attendees at an annual music festival staged in Costa Rica. Results reveal that experience has a positive effect on sustainability behaviors. Additionally, some dimensions of the experience economy have a positive impact on WOM intentions and loyalty. Lastly, WOM intentions have a positive effect on sustainability behaviors. The study provides vital contributions to planning and managing sustainable music festival events. Music festival planners and marketing teams are recommended to offer activities that provide an overall positive experience.

Keywords: music festivals, experience economy, loyalty, sustainability behaviors

Undergraduate Students' International Field Trips: Perceptions of Macao Students Majoring in Tourism and Related Fields

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ABSTRACT

Acknowledging a lack of studies on international field trips in Asia for undergraduate students in tourism, the present study focuses on the students' perceptions of such field trips. This study uses a case of bachelor's degree programs in a tourism institution in Macao. Drawn from the literature about understanding Chinese student tourists and educational tourism, focus group interviews and in-depth structured interviews were conducted. The study revealed that coursework pressure, financial pressure, safety concerns, and school regulations were the main travel barriers. Students also emphasized the importance of the instructors' roles and valued unique learning experiences that cannot be offered in other leisure tours. Post-trip educational experience was normally achieved by completing assignments related to the trips. Furthermore, students valued special destination experiences and cultural and intellectual fulfilment. Based on the results, implications and future studies are discussed.

Keywords: educational trip, international field trip, Macao, student perception

Introduction

Rapid globalization and the increase of international tourism have facilitated the increasing number of international educational tourists (Biber, 2021; Choi & Bae, 2021). However, little academic research has focused on the issues associated with educational tourism (Ritchie, 2003). Furthermore, there has been a lack of in-depth understanding of students' perceptions and experiences of international field trips after considering the entire stages of the field trip experiences. Based on the experience of organizing field trips to Asian destinations for undergraduate students attending bachelor's degree programs in Macao, one of the Special Administrative Regions of China, the present study focuses on what the instructors should consider before, during, and after the trip.

Literature Review

With regard to the students' educational tourism experiences in Asia, characteristics of Asian youth tourists should be understood first. It is widely known that young travelers are very price-sensitive (Demeter et al., 2015). Literature on Chinese student tourists provides implications on their preferred educational tourism patterns. For instance, Xu et al. (2009) revealed that Chinese students were keen on learning about other cultures and histories.

In addition to understanding youth tourists, there have been studies about students' educational tourism experiences and implications for tourism planning of this sort. Simm and Marvell (2015), for instance, addressed the complexity and diversity in student field trip experiences. There appears to be a combination of student-led field activities and dynamic

feedback of instructors. The different levels of student participation, such as observational fieldwork and participatory fieldwork, have been investigated to provide implications on field trip programming (Kent et al., 1997).

Scholars and educators have reported what should be considered in organizing international field trips. Stainfield et al. (2000) pointed out that international field trips involve high cost, gender issues in visiting risky areas, culture shock, unexpected risk and reactions to that risk, and elitism – the notion that privileged students visit underprivileged students in impoverished areas. In addition, more scholars and practitioners highlight the role of Virtual Reality (VR; Schott & Marshall, 2021). However, the limitations of virtual educational tourism have also been discussed by educators.

The benefits and limitations of educational field trips in Asia have been discussed in the academic literature in a general sense. There is, however, a lack of discussions on how the field trips should be organized. Considering the research gaps, this study attempts to address the following issues: travel barriers; instructors' roles; learning experience on-site; post-trip involvement; and sources of memory.

Methods

A series of qualitative data were collected based on the educational tourism experiences of Macao college students from May 2016 until July 2017. Most of the study participants majored in either heritage management or tourism business management in their second to fourth years. First, focus group interviews were conducted from May to July 2016 on the field trips to India (2016), South Korea (2014), Chinese Taiwan (2016) and local site visits (2014). Then, structured qualitative interviews, which included open-ended questions, were conducted in 2017 on the students who participated or did not participate in the trip to Chinese Taiwan in 2016, Hong Kong in 2016, India in 2017, Thailand (Chiang Mai) in 2017, and two different field trips to South Korea (i.e., one to Seoul and Incheon and the other to Seoul, Gongju, and Jeonju) in 2017. (Some students participated in more than one trip.)

The qualitative interviews were conducted before and after the trips. The questions included the motivations and barriers to travel, what they liked and disliked, memorable moments during the field trip, opinions about field trip organization and their learning experiences, information sharing about the field trip with others, and field trip scheduling, among others. The interview data were thematically analyzed. Because structured qualitative interviews were conducted, the responses were first synthesized based on each qualitative question and then further grouped based on the key themes that emerged.

Findings

Travel barriers

First, the students noted the pressure from coursework as one of the constraints for participating in international field trips. The pressure mostly originated from class scheduling. As the institution utilized mid-semester holidays for a field trip, both students and instructors felt pressured about utilizing such holidays for the field trip. Coordinating the school scheduling was a challenge for the instructor, especially when the students were from different majors and the field trip should not disturb other course schedules during the semester. One student to the trip

to Korea in spring 2017 pointed out the challenge of asking the instructors from other classes to reschedule the exam schedule: “I have an exam on April 6th [during the period of my field trip to Korea]. I negotiated with the lecturer of that course about the exam date; finally she rescheduled the exam to April 10th.”

Second, students’ financial concern was revealed. Some ways to increase the participation in the trip were lowering the price, providing financial support, and choosing affordable destinations. The students who pointed out a lack of institutional financial support, however, did not place much blame on the institution because it was found that they focused more on the experiences and value they gained from the trip rather than the monetary cost they had to pay. Nevertheless, the actual cost still appeared to have discouraged many students from deciding to participate in the field trip. Many students, including one participant in the trip to Chinese Taiwan, thus, expected financial sponsorship at the institutional level: “[The school] should sponsor part of the cost for the trip. . . . because it is expensive.”

Third, some students worried about safety, which deterred their participation. Interestingly, the safety of the destination functioned in two opposite directions. Some decided not to join a field trip to a dangerous place, while others took opportunities to go to a relatively dangerous destination. Such a safety concern is also reflected by the response about the preferred destination. Moreover, some students were sensitive about potential health issues during the field trip and expressed the preferred destinations as places with good hygiene standards and favorable weather. A few participants to India in 2017 stated that they felt uncomfortable “because of the safety issue,” adding that “the hotel that we stayed [in] was so dirty and not safe.”

Fourth, another barrier was the perceived restrictions from school. Students who want more free time at the destination with non-themed and more leisurely experiences by going there individually and do not perceive any safety issues decided not to participate in the field trip. One non-participant to Taiwan stated, “I prefer to have free time every day after dinner. It affected my decision not to join the field trip.” In addition, if the trip itinerary was perceived as conventional and students perceived that they would be able to experience it by themselves, they decided not to participate as well.

Learning experience on-site

Students particularly valued the exceptional experiences enabled by field trips that differentiated other regular trips. Students emphasized cultural learning as a crucial component of a field trip experience. A student to India in 2017 stated, “I learned more about Indian culture. Before I visited India, I thought India is a dangerous and mysterious place. After this field trip, I found that Indian culture is so enchanting.” The Macao’s institution has mostly included student exchange activities with those institutions in the host regions and joint student projects between the institutions in the trip programming. Overall, students were satisfied with such organization of the trip.

With travel programming, students were receptive to the educational activities during the short stay. Also, when the joint project was included as one of the evaluations for the associated class, students showed the tendency to be dedicated to the particular task. Such experiences appeared to facilitate the enhancement of the students’ intercultural competence, as a student who participated in the field trip to India in 2017 recalled, “I am more confident

meeting new people from different countries after the trip. Also, I am more confident about understanding and respecting different cultures.”

The students appreciated the instructor or professionals who interpreted at the site, and regardless of how much they remembered the content, they recalled the fact that there existed expert interpreters. The instructor’s expected knowledge about the destination was deemed essential for students’ destination choices. Students generally expected that the instructor would know the destination well and could provide specialized interpretation. One student to the trip in summer 2017 stated, “The role of the instructor is very important and necessary since the instructor is the director of [the] field trip.”

Post-trip involvement and sources of memory

Students normally summarized their field trip experiences in the form of school assignments. They perceived that they visited an average of two attractions per day during the trip, and they tended to find additional information in order to write field trip reflection reports. Nevertheless, students’ levels of dedication in completing such post-trip assignments varied significantly. One student in the trip to India stated, “Writing a post-trip field trip report is necessary. The report summarizes what we learned from the trip and what we felt.” On the contrary, another student in the same trip mentioned “writing a report is useless” because students are obsessed with filling in the blanks just to comply with the submission instead of focusing on the content itself.

The choice of destination and unique experiences offered appeared to be the major sources of special experiences. Students stated that while the trip encompasses intellectual fulfillment, it should also enable cultural awakening as the source of memorable experiences. Students described the additional value gained from the international field trip with the keyword ‘experience.’ Students failed to recall or remember details of the field trips but instead tended to have a holistic idea about the trip.

Conclusion

Drawn from the students’ expression and reflections on the field trips, this study aimed to find implications on the students’ field trip organizations for instructors at tertiary educational institutions. Educators would need to fully understand the constraints of field trip participation in order to take care of other classes and students’ financial constraints, to address safety issues, and to cope with the school regulations. Although students expected and appreciated a top-down approach in terms of organization and on-site activities, especially the instructors’ interpretations, designing the program to enhance students’ intercultural experiences and post-trip activities are the keys to maximizing the students’ learning experiences.

Moreover, students tended to look for interpretation and guidance related to their majors and the theme of the field trip. The problems associated with these expectations are that instructors may lead students to destinations which the instructors are not familiar with, and the theme may not be related to the instructors’ main research areas. Gaining assistance from the local universities at the destination was deemed an alternative way for the students to gain local insights. Students’ reflections about a satisfactory experience with host institutions also suggest that cooperation with host institutions would not only enhance the students’ firsthand experience about the destination but it will also facilitate cultural exchange. Possibly because the

field trips are not considered priorities for students and because of other obligations, challenges existed in fully involving students. Most importantly, institutional support—both financially and systematically—would assist more involvement and participation of students and more dedication of the faculty involved.

Finally, future studies can be done on different actors involved in the field trips, especially the instructors and associated travel organizers from the public and private bodies in order to seek a more generalizable and holistic model for educational tourism.

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Service Learning During the COVID-19 Pandemic: The Case of a Tourism Geography Course in Korea

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ABSTRACT

This case study reports a teaching experience of a course titled “Tourism Place Management Project” which involved collaboration with Tour Dure businesses in Goesan County. This study focuses on the challenges that the instructor and the Tour Dure Producer faced in designing the course during the COVID-19 pandemic. While the students valued the on-site fieldwork, limitations existed in terms of the perceived safety issue, the length of the trip, the number of offline activities, and the scope of the experiences. Some benefits were observed in providing online lecture sessions in English, especially for those who were not confident about English. Students felt limitations in working online with other group members in completing the project, but they also appreciated opportunities to interact with the instructor and the Tour Dure Producer online. Implications for instructors in designing service-learning courses during the pandemic are provided.

Keywords: COVID-19, service learning, Tour Dure, tourism geography

How Do Tourism Actors Exhibit Different Perceptions About the Scope of Dark Tourism Sites? Evidence From Instagram Posts

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ABSTRACT

The significance of dark tourism is widely accepted in Korea. An increasing number of suppliers, tourists, and non-tourists utilize Instagram to share information about dark tourism and dark tourism sites. Despite this, there is a lack of consensus about the concept, scope, and typology of dark tourism among such actors in Korea. This study thus aims to understand how different actors perceive dark tourism sites and their attributes in Jeju Island. Instagram posts about dark tourism sites in Jeju Island will be analyzed to explore different perceptions of dark tourism among service providers, tourists, and non-tourists. Text frequency analysis and CONCOR analysis will be used. The results from the analyses are expected to clarify how practitioners and tourists understand the concept of dark tourism and dark tourism sites. Stakeholders may use these results to strategically develop and manage dark tourism sites.

Keywords: dark tourism, Jeju Island, Instagram, text frequency analysis

Introduction

Dark tourism is widely understood as a type of tourism that seeks to educate visitors through tourism experiences related to death and disasters. Dark tourism experiences enable visitors to reflect on the essence of human existence (Song & Kang, 2017). They can provide impactful experiences that inspire visitors to contemplate the meaning of death and the importance of safety and security (Stone & Sharpley, 2008). Dark tourism has not only contributed to economic revitalization but also the social, cultural, and political aspects of tourism destinations. Because of its notable positive impact, dark tourism actors in Korea have acknowledged the personal and social benefits of this form of tourism (Cho, 2013; Hwang, 2011; A.-O. Jang & Choi, 2011).

Despite the importance of dark tourism in Korean society, there still exist gaps in the current research. The primary gap involves an understanding of how different actors understand the meaning and scope of dark tourism experiences and sites. Many studies have attempted to apply classical literature on dark tourism to specific case studies (H. Y. Jang, 2012; H.-S. Kim & Yang, 2014). However, there remains a lack of research that explores how diverse actors understand dark tourism experiences. Because of such a lack of consensus, we can assume that different actors have different understandings of the meaning and scope of dark tourism and dark tourism sites. It is crucial to understand such differences in order to tailor the development and management of dark tourism sites according to the perceptions and expectations of different actors. More importantly, filling in the gap between what tourism scholars originally proposed as dark tourism and how practitioners and tourists understand the term would help apply the term correctly outside academia and thus treat dark tourism sites and experiences more sensitively.

This study focuses on Instagram posts related to dark tourism. Tourism information on social media contributes to decision-making among tourism actors as well as the development and management of tourism places and resources (Ryu & Yoo, 2017). According to DMC Media (2021), Instagram is the most popular social media platform among younger South Korean people. Furthermore, it is appropriate to analyze posts about dark tourism in order to understand how tourism service providers, tourists, and non-tourists understand the scope and perception of dark tourism and its sites. A textual analysis of Instagram posts would contribute to a quantitative understanding of such types of experiences. An analysis of Instagram content is also expected to shed light on the gaps between what is theoretically proposed as dark tourism and different actors' understandings of dark tourism.

This study focuses on the three actors—dark tourism suppliers, tourists, and non-tourists—and explores the types and characteristics of dark tourism sites each group is most and least concerned with. In order to do so, this study hypothesizes that the three groups perceive the scope, types, and characteristics of dark tourism differently from one another. We have chosen Jeju Island as the study area, as it is not only a well-visited tourism destination but also known to have several dark tourism sites (Hwang, 2011).

Literature Review

Since Foley and Lennon (1996) initially introduced the concept of dark tourism, studies have centered around its concepts, scope, tourist characteristics, functions, and managerial implications. Dark tourism is generally understood as a niche branch of tourism that focuses on experiences centered around death, disaster, violence, and unnerving situations (Sharma & Rickly, 2018). In Korea, some practitioners and scholars do not differentiate dark tourism from “historical lesson tours” (Kang & Bae, 2017). Because of this, government institutions such as the National Institute of Korean Language have recommended using the latter term to replace dark tourism to avoid negatively impacting certain sites. Scholars such as H.-S. Kim and Yang (2014) have called for a consensus on the terminology related to dark tourism, pointing out that the lack of unanimity on the two terms can lead to confusion. They emphasize that the term “historical lesson tour” fails to account for some other forms of dark tourism related to disaster, war, death, and crime.

Some existing studies have explored the scope of dark tourism. Seaton (1996), for example, outlined five types of dark tourism experiences. The first involves visiting the sites of tragic events such as public executions. The second involves visiting sites related to death. The third commemorates events related to death by actions such as visiting the national cemetery. The fourth involves visits to places that represent death, such as museums. The fifth involves experiencing rituals related to death.

Some researchers have also conducted studies to understand the motivations and perceived satisfaction of dark tourists. H. Lee and Wang (2012) identified historical education and the location's attractiveness as the primary motivations for visiting the May 18th National Cemetery. A.-O. Jang and Choi (2011) identified historical understanding, escaping from everyday life, socializing, understanding the incident, and attractiveness of the location as the primary motivations for visiting the Jeju April 3rd Peace Park.

Instagram is a social media platform where users share pictures, videos, and text with other users (K.-P. Lee & Kwon, 2020). The utility of this platform in diverse aspects of tourism has

been highlighted in various studies. Most often, researchers attempt to understand how Instagrammers use hashtags in relation to tourism sites or certain types of pictures and videos (Yu & Sun, 2019). It has been acknowledged that hashtags on Instagram can be used as a promotion tool (Yu & Sun, 2019). M. Y. Park and Park (2017) evaluated how knowledgeable tourists are about geoparks based on hashtags related to geomorphological and geological terms. The study revealed that more than 90% of geotourists are not knowledgeable about geoparks. Applying such studies to the context of dark tourism would enable us to understand the types of hashtags that the actors – dark tourism suppliers, tourists, and non-tourists – use to describe a certain dark tourism site. By identifying these patterns, it is possible to understand how each actor exhibits perceptions of each dark tourism site, not only cross-sectionally but also longitudinally.

Several studies have highlighted the dark tourism elements contained within the long history of Jeju island. The island was occupied by Mongolia for 100 years during the Goryeo Dynasty and was invaded frequently by Japanese thieves (Hwang, 2011). Reflecting such a history, Hwanhaejangseong and Hangpaduri are now being promoted as dark tourism sites (Jeju World Natural Heritage Center, 2016; C. Kim, 2018). As a place of exile during the Joseon period, dark tourism sites related to exile have also been highlighted in Jeju Island (J. C. Kim & Yang, 2015). Furthermore, the island also contains dark tourism sites related to modern and contemporary history, especially those related to the Japanese occupation and the Jeju April 3rd Incident (G.-Y. Park, 2020). The former includes the Altteureu Airfield (Hwang, 2011) while the latter includes the April 3rd Peace Park (G.-Y. Park, 2020).

Methods

First, we will perform web crawling using Python to import the dates, place names, location information, and text content of Instagram posts with #DarkTour and #DarkTourism hashtags written in Korean and English into Excel. Among them, posts including the keyword 'Jeju' will be selected for research. The preprocessed data will be classified into the posts uploaded by dark tourism suppliers, tourists, and non-tourists. Dark tourism suppliers' posts will be identified as those which include advertisements and promotional phrases such as 'operate until,' 'please participate,' and 'enjoy our program,' or content that explains the dates, times, and locations of dark tourism promotions. Tourists' posts will be identified as content related to visiting and experiencing dark tourism sites such as 'With A and B,' 'This was said to be,' and 'I have been there.' Non-tourists' posts will be identified as posts from people who have not traveled to dark tourism sites containing phrases such as 'hope to go to [dark tourism site]'. We will use TEXTOM (TheIMC, 2013) to analyze the frequency of keywords on Instagram posts by each actor. In doing so, we aim to understand how dark tourism is expressed on Instagram. Additionally, CONCOR (Convergence of Iteration Correlation) analysis will be performed using UCINET (Borgatti, Everett, & Freeman, 2002) on the top 50 words for each actor to identify the connection between the keywords. In doing so, we expect to understand how different actors perceive dark tourism differently.

Contribution

This study has both theoretical and practical implications for the examination of how dark tourism actors use Instagram and the different perceptions of these actors of dark tourist sites. Theoretically, this study will enable us to understand which sites each actor considers to be a dark tourism site and how actors differently perceive the scope, the types, and the attributes of the sites. In doing so, this study further enables us to find gaps in the conceptualization of dark tourism proposed by scholars and different actors' varying conceptualizations of the content and scope of dark tourism.

Practically, this study is useful for both the Korean government and dark tourism suppliers. First, the results enable the local government to understand what kind of sites suppliers, tourists, and non-tourists perceive as dark tourism sites and what kinds of mental associations they have with each dark tourism site, such as sadness or anger. Meanwhile, dark tourism suppliers can better understand how tourists and non-tourists perceive dark tourism. Such an understanding would help with the development of new dark tourism sites and help to manage existing dark tourism sites.

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How Does the Hosting Experience of Immigrants Help Build a Sense of Place about the Host Region? Narratives from Korean Immigrants to Vietnam

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ABSTRACT

This study investigates how immigrants form a sense of place in the host region, highlighting their important role in global tourism in Asia—particularly in the context of visiting friends and relatives (VFR). Semi-structured interviews were conducted with nine Korean immigrants to Ho Chi Minh City, Vietnam in 2021. Results show that their sense of place is formed by acquiring knowledge about the destination region, feeling a sense of cultural and racial commonality, and experiencing a cleaner, safer, and more convenient life than expected. Their sense of place is further enhanced by hosting VFR tourists. Hosting enables immigrants to explore more of the host region, expanding local knowledge, building positive memories about the host region, and building self-esteem. This study contributes to the body of knowledge by exploring sense of place and VFR together and focusing on an under-researched area concerning VFR.

Keywords: immigrant, sense of place, VFR, Vietnam

Introduction

Increased human mobility has led to more varied forms of migration worldwide. According to the United Nations World Migration Report 2020 (International Organization for Migration, 2019), some 3.5% of the world's population are categorized as migrants. Accordingly, efforts to understand these transnational migrant actors have also increased, and countries have proposed various policies to embrace them. As the importance of immigrant groups and their living space becomes more widely acknowledged, the need for research on their experiences—particularly their formation of a sense of place enabling them to form an attachment to the migrant area—has increased.

This study focuses on the sense of place formed by immigrants first from their host region and second from hosting visiting friends and relatives (VFR) as tourists. Specifically, this study explores the mechanisms by which immigrants explore new spaces in the host region through VFR tourism hosting, and how these experiences affect their formation of a sense of place. In existing migrant studies, immigrants' sense of place and VFR tourism hosting have been studied separately. In contrast, this research considers VFR tourism and immigrants' sense of place together.

Literature Review

The term sense of place refers to an individual's interests and attitudes related to the geographical area where they live (or visit). Moreover, it refers to an intimate and personal emotional relationship between the person and the place they are linked to. Immigrants

experience new spaces through migration, and a sense of place is established through the accumulation of spatial and temporal interactions with the host region. During the course of various experiences and the subjective development of perceptions and emotions about the host region, immigrants recognize the space as a place they inhabit, forming a sense of place (Tuan, 1975, 1997). In particular, a sense of place for immigrants also develops from the extension of social interactions with other local people and visitors; thus, intimacy with the host region develops throughout such a process.

The term VFR tourism refers to tourists being guests and sharing the culture and knowledge of the region through their host, while the host transmits knowledge about the region by hosting while serving as a source of tourist information. VFR tourism generates economic and social benefits for the host country, as tourists spend more, stay longer, and visit more often, visiting non-tourist places. This is contrary to the expectation that they will spend less money than regular tourists. In this way, VFR tourism contributes to regional and social sustainability.

In particular, VFR tourism hosted by migrants enables tourists to feel familiar in an unfamiliar space. At the same time, it enables migrants to connect with their hometown. The host as a communicator conveys information about their area to the guest, who can contribute to public diplomacy as an informal actor, especially considering both their hometown and the country of origin. However, there is a limitation as these VFR tourism activities have mainly been researched in Western countries.

Methods

The study context was Korean immigrants in Ho Chi Minh City, Vietnam. In recent years, Vietnam and Korea have established friendly relations, and the number of Korean immigrants in Vietnam has substantially increased due to Korea's continued investment in the country. Ho Chi Minh City was selected as the research area due to the size of its economy, its tourism industry, and that of the Korean immigrant population.

From February to June 2021, individual in-depth online and offline interviews were conducted with nine participants. Koreans who had lived or are currently living in Ho Chi Minh City for more than a year were recruited through snowball sampling. To capture various life experiences in the host region, the researchers did not limit specific demographic characteristics (such as the reason for migration, age, or duration of residence) of the study participants.

The semi-structured interviews were guided by questions about the feelings and thoughts of immigrants concerning their life in the host region and their sense of place formed before, during, and after the experience of hosting their VFR. Following Patton (2014), the guiding questions for this exploratory study involving semi-structured interviews were not detailed in order not to confine the narratives to narrow themes based on what the researchers expected about the responses. All interviews were recorded and transcribed. After carefully reading the transcribed scripts, the narratives were analyzed based on the research questions.

Results

The formation of a sense of place was revealed in the interviews. First, the participants expressed how they acquired local knowledge by exploring the host region. As time passed, their sense of place gradually developed from accumulated experience that involved an expansion of

their familiar space. For example, some emphasized how visiting various restaurants had enabled them to explore the host region. In addition, a formation of a human network in the host region enabled them to feel a sense of belonging. Second, those who had lived in Western countries felt relatively comfortable in Vietnam, experiencing less cultural and racial distance than they had with Westerners. Third, those who lived in areas densely populated by foreigners were able to adapt easily to the relocated area due to the pleasant environment, varied and easily accessible Korean food, and the absence of language barriers, which also affected the formation of a sense of place. Moreover, by living a more comfortable life than they had expected, they quickly adapted to the local life and developed a sense of place in Vietnam. Finally, by learning the local language and overcoming the language barrier, they formed a sense of place in the host region and felt a part of the migrant society.

The VFR tourism hosting experience enabled immigrants to form a sense of place about the host region. First, by preparing to host friends and relatives and by exploring new areas during the hosting experience the immigrants acquired new information about the host region. Thus, such newly-explored spaces became places that immigrants could visit later and further build their sense of place. VFR tourists' visits inspired immigrants to feel proud of where they live; thus, such visits provided an opportunity to form a sense of place. Second, the VFR tourism hosting experience provided immigrants with positive memories from the host region. These positive memories enabled them to form a sense of place, which motivated them to feel satisfied with their life and to continue living there. Any negative feelings that they had accumulated about living in the host region were offset by the hosting experiences of their VFR tourists, and positive memories in the host country and region were further strengthened. Hosting provided an opportunity to rediscover positive and new aspects of Vietnam while visiting various places with their VFR. Finally, through VFR tourists, immigrants felt that they adapted well to Vietnam, which also enhanced their sense of place. All these feelings had a positive impact on the lives of immigrants in Vietnam and helped build and strengthen their sense of place about Vietnam (their host country) and Ho Chi Minh City (the host region).

Discussion and Conclusion

In this study, it was demonstrated that migrants' formation of sense of place was enhanced by cumulative exploration of the new space, increased confidence about the host region, discovery of commonality between Vietnam and Korea, and positive experiences in the host region. By creating local networks over time, overcoming language barriers, and forming personal feelings about the host region, immigrants were able to form a sense of place. A more pleasant and convenient life than expected enabled a positive perception of Vietnam to be formed, which also had a significant impact on their adaptation to the host region.

The development of a sense of place through VFR tourism hosting can be summarized by the following keywords: space, emotions, and experience. The hosts acquired information about various spaces in the host region so they could prepare for hosting. Such information accumulation led to the new spatial recognition and served as an opportunity to expand their perceptual maps. Such a process enabled them to have new perspectives on the host region. Positive memories, emotional attachment, and pride built during the VFR hosting experience affected immigrants' formation of sense of place. Furthermore, the VFR tourism hosting

experience provided an opportunity to strengthen the relationships between the host and the guest.

This study revealed how immigrants form a sense of place about their host region. The findings from this study enhance our understanding of immigrants through the lens of sense of place and VFR, thus contributing to the body of knowledge about immigrants. Considering most studies on migrant Koreans focus on primary immigration destinations such as China or the United States, this study (conducted on immigrants in Southeast Asia) expands knowledge about the perceptions and lifestyles of immigrants in more locally-based locations. Finally, this study is significant in that it expands knowledge about VFR studies conducted mostly in the West by shifting the focus on this topic to Asia. Finally, this study has theoretical contributions in that the research considered a sense of place in the context of VFR.

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COVID-19 and its Impact on Indian Babymoon Traveler's Choice of Destination

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ABSTRACT

In India, babymoon tourism is currently gaining popularity with a large market as a new form of tourism, though both researchers and the tourism policymakers provide not much support. The study focuses on the phenomenon of travelers towards babymoon during Covid-19 from views of future mothers. The study aims to ascertain the factors that stimulate babymoon travelers to decide to travel to a destination during the Covid-19 pandemic. A qualitative approach is taken to evaluate the phenomenon. The data is obtained from fourteen prospective mothers who had gone on a babymoon trip. The results of the study provide valuable insights into the intention for travel and their experience at the domestic travel destination. The results obtained will assist the service providers at the destination in developing marketing strategies to create a niche tourism market, thereby transferring the benefit to the local community at a destination along with environmental sustainability.

Keywords: babymoon, COVID-19, qualitative, India

Sink or Swim: Indian Small Food Service Providers' Response to COVID-19 Pandemic

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ABSTRACT

The family-owned small business units were found to be a part of Indian culture and economy. The COVID-19 pandemic has unfolded unprecedented challenges and severely disrupted the small family run small business units, and often put them on the brink of closure of business. The current research examines the crisis faced, strategies adopted, barriers for recovery and the future outlook by the entrepreneurs of family-owned small food and beverage business units in responses to COVID. An interview method, a qualitative research approach, was adopted for data collection. The study results indicate that the family-owned small firms do not have any formal crisis management plan for a pandemic like a crisis that makes the business more vulnerable to crisis and closure of business.. The studies also indicate that family-owned small food business units in India face similar issues like any other cultural context, however, with context-specific unique problems. This study offers both practical and policy implications.

Keywords: COVID-19, crisis, food service, India, small business

Experiential Learning in Tourism /Hospitality, Students Hackathon and Career Trajectory in Durban University of Technology

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ABSTRACT

Hackathon is used in South African public universities as experiential learning for undergraduate students studying tourism and hospitality to improve their innovative and entrepreneurial skills. Hackathon involves a partnership between students, employers, and stakeholders. Analyzing how hackathons function justifies its use in higher education institutions, making student interaction more thorough than traditional classroom activities and teaching. Given this context, the paper examines how existing tourism and hospitality programs prepare students for future professions in tourism and hospitality. The paper also discusses the role and value of the hackathon as experiential learning in tourism and hospitality education in a public South African university. The paper also highlights the impact of hackathons on students' entrepreneurial journey using a public South African university as a reference point, namely the Durban University of Technology [DUT]. The paper also reveals how DUT and its strategic partners promote entrepreneurial learning innovation amongst students and identify entrepreneurial ideas. The data was gathered from observation and interviews with 15 students studying tourism at DUT who participated in hackathons during 2018-2019.

Keywords: hackathon, experiential learning, South Africa

The Influence of Virtual Reality (VR) Technology on Wine Appreciation Education

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ABSTRACT

The use of Virtual Reality (VR) in a Hospitality and Tourism educational context has not been previously examined. Thus, the purpose of this study is to address this gap and extend the literature on the educational uses of VR. This study will examine how VR related wine experiences could affect students' knowledge gain, level of engagement, and learning preferences. The theoretical framework grounding this study is Constructivism, which proposes that students actively participate in the learning process. Longitudinal study procedures will be applied to measure changes over a period of time. Analytical procedures will include Descriptive, ANOVA, and Regression techniques. The findings will contribute to the discourse on the feasibility of VR in education while guiding practitioners who may consider its use in wine tasting and marketing.

Keywords: wine education, student engagement, constructivism, virtual reality

Travel Information Searching Behavior: A Study of COVID-19 Effects

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ABSTRACT

This study investigates the traveler information-searching behaviors. Furthermore, the study evaluates the COVID-19 effects on travelers' information-searching behaviors and their intentions of travel in the near future. An online survey was conducted via Qualtrics in April-May 2021 with 2,857 completed responses. The preliminary results indicate that the majority of respondents spent on average more than 5 hours online per day (40%) and home (70%) was the location used most when they were online. Sixty-four percent of respondents took an overnight trip in last 12 months and the most popular sources of information for pre-trip planning were the Internet, followed by Word of Mouth, and Social Media. Google (91%) was the primary search engine and smartphone was the most popular device for travel information searching. Additionally, the study reveals that the online travel information did not affect traveler's decision, instead helping finalize their decision or re-enforce their interest in making the trip. While the pandemic seriously affected the travel and tourism industry in 2020, it seems that people continue searching travel information online and plan resuming their travel activities in mid-2021 and beyond.

Keywords: travel behavior, travel information searching behavior, travel information sources, COVID-19

PART III WORKING PAPER PRESENTATIONS

Work-Life Balance in Quarantine: The Hospitality and Tourism Educator Experience

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ABSTRACT

The COVID-19 pandemic altered businesses practices and changed the different teaching modalities for educators. More specifically, many academics had to transition from traditional face-to-face instruction to online instruction, using an unfamiliar Zoom platform to deliver their course content. This drastic disruption caused an imbalance in academics work (e.g., learning new technology and employing novel teaching methods) and in their personal lives (e.g., making sure their kids are active and engaged in their zoom classrooms). An explorative study was employed to understand how the COVID-19 pandemic shifted academics work-life balance. Findings will be used to demonstrate the best business practices for returning back to work after the pandemic.

Keywords: work-life balance, COVID-19, hospitality education

Media Representation of Branding Messages: UNESCO Creative Cities in China

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ABSTRACT

The UNESCO Creative Cities Network (UCCN) was created in 2004 to promote cooperation with and among cities that have identified creativity as a strategic factor for sustainable urban development. The 246 cities which currently make up this network work together towards a common objective: placing creativity and cultural industries at the heart of their development plans at the local level and cooperating actively at the international level. The network is currently divided into seven themes, including design, literature, music, handicraft and folk art, film, media art, and gastronomy. At present, 15 cities in China have been awarded the title of "Creative City" by UNESCO. This study aims at understanding how authorities in China cities involved in place branding activities use official media, mass media, and social media to communicate *UNESCO Creative Cities Network (UCCN)* and thus support the development of place brands. To understand the place branding activities of *UNESCO Creative Cities in China*, this study is using big data mining and content analysis method and is framed with the following research objectives: (1) What are the branding elements used in branding China's Creative Cities? (2) What are the stakeholders involved or valued in branding China's Creative Cities? (3) What is the value of UNESCO Creative Cities Network (UCCN) in place brand construction process for the government?

Keywords: creative cities, China, place branding, media outlets

Exploring Tourism through Film: An Interdisciplinary Course Partnership with Media Arts, Anthropology, and Tourism

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ABSTRACT

This presentation describes an interdisciplinary project, which joined undergraduate students from media arts, anthropology, and recreation, hospitality, & parks management (“tourism”) to complete a project on film-induced tourism. The primary goal of this project was to provide content for a museum exhibition on film tourism at the Valene L. Smith Museum of Anthropology. The project had many additional goals, including: to encourage cooperation among classes from different disciplines; applying theoretical and academic knowledge to real-life environments; and to expose students to other disciplines. Students from three different courses were partnered to analyze the presentation of a destination on film, and their papers will be used in creating a future museum exhibit. This presentation includes an overview of the project and ideas for incorporating similar projects across departments.

Keywords: film-induced tourism; tourism education; museum studies; interdisciplinary

Perfect Practice Makes Perfect: Preparing Students to Handle Conflict Using Avatars

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ABSTRACT

Preparing students to graduate with power skills (also known as soft skills) is becoming increasingly important as the competition for managerial positions in the hospitality industry changes. Given the reduction of internship and other experiential learning opportunities in the current hospitality environment, the use of avatars to assist students with the development of these skills has become more prevalent. This submission outlines the benefits of using avatars to help develop these power skills, the variety of options available in scenario creation, and the requirements for setting up scenarios.

Keywords: simulated experiences, power skills, experiential learning

Introduction

Virtual environment learning by way of the use of Avatars is a training technique used in both academic and practitioner environments (Asadi & Hemadi, 2018). These experiences provide trainees invaluable practice developing “soft skills (Lax, 2019).” Selingo (2017) posits that interpersonal and communication skills were among the most important to employers looking at new graduates (Selingo, 2017). Simulated experiences are applicable to any situation requiring intense interpersonal interactions. According to Mursion, Inc. (2017) the approach has demonstrated a positive impact in areas such as leadership development, sales enablement, customer service, and diversity and inclusion across industries. Simulated experiences provide an environment for authentic interactions to simultaneously engage the emotional and cognitive faculties for learning that transforms the learner while offering a scalable and cost-effective solution for organizations (Mursion, 2017).

Application

When conducting simulated experiences, there are three major components needed to ensure a successful session (assuming the technological capabilities are in place): 1) scenario prep, 2) student prep, and 3) simulated experience specialist prep. For the Guest Services Management course, simulated experience was used to provide students with assistance dealing with angry customers. In order to properly execute this scenario, the instructor completed a scenario sheet which is a key piece of communication between the instructor and the Simulated experience specialist. This trained improvisation actor, control the actions and mannerisms of an avatar that interacts with the student. This sheet requires the instructor to properly set the stage for the specialist by 1) preparing the students for the encounter, 2) outlining 3 to 5 objectives, and 3) breaking down the objectives to determine what would demonstrate successful completion of the objectives - the corresponding reaction of the specialist.

In contrast, the instructor provides a description of what not successfully meeting the objective looks like and how the specialist should respond. This document also asks what type of environment setting the experience should take place in, the background of the avatar, and any other information the specialist should use as a basis for their “character.” Students were prepared for this encounter via the discussion of two case studies: the Mouse in the House and Don’t Park Here. These case studies were very different in regards to the actions, behaviors, and interactions of the individuals in the cases. However, they were very similar in the overall goals and handling of the angered customer.

Given that the class period was 50 minutes, the students were split across two days with half of the class participating in one simulated experience and the other half experiencing the other. After the students participated in the simulated experience, they were assigned to watch themselves and their peers. After they watched all of the experiences, they were debriefed via survey and class discussion. After two weeks, the students participated in the other case.

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Hospitality Educators' Perceptions of Education Instructional Innovations

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ABSTRACT

Educators are the final executor of instructional innovations in hospitality education. It is essential to study factors that influence educators to adopt technology as this have a direct effect on the students' learning. This preliminary study sought to determine the effect of readiness for change (RFC), perceived organizational support (POS) and diffusion of innovation (DOI) on hospitality educator's technology adoption (TA). Based on the literature, a research model is developed to test the relationship among the constructs. The authors carried out an initial examination to 52 educators using a questionnaire survey. Results indicated there are moderate perceptions on RFC and DOI. Technology adoption (TA) behavior is quite positive. Surprisingly, POS appears to be very low. These initial findings indicated an urgent need for hospitality organization to support educators to overcome the problems of technology adoption by creating an environment of education instructional innovations.

Keywords: educational technology adoption, diffusion of innovation, readiness for change, perceived organization support

Transferable Job Skills and their Importance for Hospitality Graduates

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ABSTRACT

The hospitality and tourism industry contribute immensely to the economy but can be volatile to catastrophes such as COVID-19, hence it is important to understand what other industries are open for hospitality graduates and the skills they need to be able to succeed in those. This paper aims to understand how having a transferable skillset as a hospitality graduate can allow individuals to carry their skills from one industry to another. This paper draws results from 250 hospitality graduates, their skillset, and the industries they are currently in which they are currently employed. The results indicate that tourism-educated students are attracted to real estate and education positions while the skillset most mentioned are interpersonal, sales and technology-based skills.

Keywords: transferable skills, hospitality graduates, COVID-19

Attitude Change towards Virtual Event Websites: Comparing Customer Reviews before and during the COVID-19 Pandemic

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ABSTRACT

This study explores and compares users' attitudes towards virtual event websites before and during the COVID-19 pandemic. Based on the online reviews of four popular virtual event websites before and during the pandemic periods (12 months between January 1st – December 31st, 2019, vs. 12 months between April 1st, 2020 – March 31st, 2021), users' attitudes towards five evaluation factors, namely security and privacy, website design, experiential features, navigational characteristics, and consistency features, were analyzed. Leximancer will be used to measure the retrieved data of online reviews. It is expected that this study contributes to the understanding of users' attitude change due to the pandemic and provides implications for event professionals and event website designers for better meeting the needs of online event users.

Keywords: virtual event websites, website functionality, COVID-19, user attitudes

PART IV WORKSHOP PRESENTATIONS

Workshop on the Know-How of Program Design and Curriculum Development

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ABSTRACT

The workshop aims at identifying the learning styles of tourism management program students in China and the investigation of embedding problem-based learning (PBL) via online activities in the assessment, thus designing and developing appropriate program and curriculum for tourism studies. There is need for degrees in tourism management programs that will enable students to think critically. Tourism education and training should be required to adapt to patterns of change which seem certain to exert a profound influence on future roles and behaviors, since the vocational aspect of learning and teaching has been criticized. In order to understand the students' learning style and behavior, it is important to develop learning and teaching strategies that enhance the student experience. Honey and Mumford's Learning Style Questionnaire (LSQ) will be used at designing tourism course module. It is expected to find an appropriate teaching method to trigger the students' interest and give them the opportunity to reflect and practice the knowledge gained at the course. Examples will be discussed in the workshop.

Keywords: learning style, problem-based teaching and learning, online teaching and learning

Purpose: To understand that students in problem-based learning (PBL) will take responsibility of their own learning by exploring the available resources to solve the problem posed to them; that they construct their knowledge; and that they make connections between prior knowledge, experiences and newly acquired knowledge.

Key issues: Although there is growth in the use of the Internet and problem-based learning, there is still limited understanding of how this works and helps students. Education is changing with the development of wider interest in the internet and the use of new technologies. The traditional teaching methods in higher education have been face-to-face delivery and paper-based distance learning, these methods have been criticized as poor learning methods. Even though lectures are thought to be popular in higher education and the basic learning foundation for students they are also considered to have passive students participation and lack of feedback regarding the understanding of the lecture. The majority of tourism lecturers appear to have been taking on a form of liberal vocationalism in their approach to delivering their courses. The question would be how to strike a balance between vocational and academic education for tourism studies.

Targeted participants: tourism course designer, tourism course teacher, pedagogical manager of tourism course.

Expected outcome: Students' learning should be considered when designing teaching and assessment. With appropriate guidelines the particular group of students develop the necessary learning strategies in order to perform well at the particular task, and they show enthusiasm in the interaction and the discussion. Active learning with use of technology in hospitality and tourism programs contributes to the development of critical thinking and problem solving and they give the opportunity to students to develop themselves as learners and it may be an effective path to help the students respond to the changes in the industry. The task with the wide use of the internet provides the lecturers with more tools to foster student interaction, and provides more options to students to learn, depending on their learning style.

Education 3.0: An Era of Customized Education

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ABSTRACT

The COVID-19 pandemic altered businesses practices and changed the different teaching modalities for educators. More specifically, many academics had to transition from traditional face-to-face instruction to online instruction, using an unfamiliar Zoom platform to deliver their course content. This drastic disruption caused an imbalance in academics work (e.g., learning new technology and employing novel teaching methods) and in their personal lives (e.g., making sure their kids are active and engaged in their zoom classrooms). An explorative study was employed to understand how the COVID-19 pandemic shifted academics work-life balance. Findings will be used to demonstrate the best business practices for returning back to work after the pandemic.

Keywords: higher education, customization, change management

Assessing the Role of Transformative Tourism Pedagogy Field Experiences in Developing Self-Efficacy

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ABSTRACT

This case study aims to provide higher education instructors a template to design service-learning courses that wish to not only further transformative tourism pedagogy, but also inform the development of students' self-efficacy in critically examining social equity and justice at a personal and community level. To help expand students' worldview, transformative field experience (both in person and virtual) within two undergraduate sustainable tourism planning and strategic marketing courses at two separate universities in the southeast United States in Spring 2021 (Fazio-Griffith & Ballard, 2016) each included a project consisting of a collaboration with a local community partner to further the education, development, marketing, and promotion of African American and Black heritage tourism in their respective communities.

Keywords: transformative pedagogy, tourism pedagogy, sustainable tourism, social justice

Enhancing Online Courses with Civic Engagement through Service Learning

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ABSTRACT

During the past year, faculty pivoted their face-to-face courses to an online platform in haste due to the pandemic, while others were fine-tuning their online offerings having already made the transition. Although each one was integrating curriculum either for the short term or in continuation for the foreseeable future, one teaching principle, Service Learning, seems to have never been widely adapted to the online platform. According to the article, E-Service-Learning: The Evolution of Service-Learning to Engage a Growing Online Student Population, many institutions share concern that Service-learning is too challenging to adapt online, however the authors acknowledge that since it produces greater value for all involved including students, faculty and community partners by increasing engagement and connecting to real world applications, it should be incorporated (Waldner, 2012). As stakeholders consider various methodology for expanding Service Learning to the online platform and the significant benefits for hospitality and tourism students whose educational experiences are enhanced by interactive practices, they will realize a profoundly unique feature in light of the fact that they are no longer constrained by having to find community partners within a limited geographical location. According to Schmidt (2021) you no longer have to worry about transportation, work schedules, family responsibilities, and distance to a community site as you have flexibility afforded by technology, e-service learning allows students to work where it might not have been possible before. It is important to reassure those designing an online course with a service learning component that they will be able to create a framework that provides a continuum for civic engagement for students in preparation for their careers in this industry.

Keywords: service learning, online engagement, civic involvement

First-time Graduate Instructor: The Good and the Bad (in Pandemic)

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ABSTRACT

The landscape of hospitality and tourism higher education has been altered by the COVID-19 pandemic. Its unprecedented impact has intensified the pressure imposed on first-time instructors. This workshop shares the good and the bad learned as a new graduate instructor teaching an introductory level undergraduate class in tourism and hospitality. Through the lenses of first-time graduate instructor, fellow graduate instructor, graduate administrator, and supervising professor, this workshop provides practical insights on how first-time graduate instructors should prepare themselves when nothing is normal. Some key takeaways include developing the sense of ownership, adapting to innovative classroom technologies, being aware of the available support and resources, creating an open environment for student communication and engagement, and preparing a backup plan for each class.

Keywords: first-time graduate instructor, COVID-19 pandemic, pedagogical changes

Hospitality and Tourism Education in a Post-COVID World: Challenges and Opportunities in Servicing Diverse Learners in a Digital Age

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ABSTRACT

In the confluence of the COVID-19 pandemic and unprecedented growth of digital and distance learning, hospitality and tourism education is in need for a thorough curriculum review and pedagogical change to adapt to a new learning environment. The workshop aims to initiate a discussion on the challenging process of designing digital learning experiences for a diverse student population, including minority and historically underrepresented groups. The workshop explores several key themes in U.S. higher education today that are relevant to learning diversity: design thinking in curriculum development, global learning with diverse perspectives, and, echoing the call of the United Nations, decolonizing education. The main objective is to encourage hospitality and tourism educators to make deliberate efforts in diverse learning design and to build and distribute knowledge that fulfills the needs of “new majority” students.

Keywords: design thinking, diverse learner, decolonizing education, global learning



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