
FUTOUR COURSE OUTLINE AND LEARNING FRAMEWORK FOR DIGITAL SKILLS DEVELOPMENT IN TOURISM AND HOSPITALITY



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.





Contents

1. Introduction.....	3
1.1 Introduction to FuTour Project and main Goals.....	3
1.2 Target Audience	3
1.3 Finance	4
1.4 Partners.....	4
2. Instructional Designers	5
2.1 Identify learning needs	5
2.2 Determinate learning objectives.....	6
2.3 Design the learning architecture – structure and sequences.....	7
2.4 Create engaging and impactful learning experiences	28
2.5 Develop learning materials	30
3. Appendix	31
3.1 Learning material:.....	31
English.....	31
Greek.....	31
Polish.....	31
Italian	31



1. Introduction

1.1 Introduction to FuTour Project and main Goals

The "FuTour" project is a consortium aimed at promoting sustainable and digital tourism by enhancing the education and career planning of operators in the field. Aligned with the EU tourism policy, the project focuses on supporting vocational education and training (VETs) in the tourism industry to redefine themselves and adopt innovative strategies. The objective is to equip VETs with the latest updates, trends, methods, and tools, enabling them to design authentic curricula and courses that prepare future professionals to be competitive and employable in the tourism sector.

Emphasizing digital competences and skills, the project empowers learners to forge independent and successful career paths in the tourism industry, ensuring sustainable income and socio-economic well-being. The acquired knowledge will also encompass green and sustainable methods, ultimately contributing to overcoming economic crises in the tourism sector.

The multifaceted and comprehensive approach adopted by the project will enable VETs to access valuable insights, curricula, and programs with reduced duplication and time wastage. As a result, learners will gain a holistic perspective on their career development in the tourism field, fostering its strength, sustainability, and resilience. With the wide geographical scope of the project, the proposed patterns and solutions have the potential to enrich digital tourism expertise beyond the regions involved, showcasing the significance of high technologies in both metropolitan and lesser-known regions, thereby enhancing visibility and economic benefits for all involved stakeholders.

The tourism sector is highly fragmented, and sub-sectors such as transport, accommodation, restaurants and catering, and personal services are all subject to very different challenges and opportunities when it comes to digitalization. There are significant differences in human resource capabilities, different levels of awareness, and variations in digital skills. Moreover, in the tourism system, the challenges and opportunities that individual businesses encounter become magnified, distorted, and amplified both in business ecosystems, and at the collective destination level (Digitalisation in Tourism, European Commission's EASME).

1.2 Target Audience

The Training Kit provides an understanding of the vital role of digital tourism to VET providers in tourism and hospitality. Within this, the direct target group is VET providers in the field of tourism and hospitality, and indirect target group are students, professionals and experts, and others, who do not have a direct background in the field of tourism and hospitality, but they want to upgrade their knowledge for their own (individual) purpose only based on self-learning.



1.3 Finance

The Training Kit is a result of the project FuTour supported by the European Commission under the **Erasmus + Programme**:



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

1.4 Partners

The project's partners are as following:

- Gewerkstatt (Germany), <https://qbsgewerkstatt.de/> - the project coordinator,
- Ctl Eurocollege, www.ctleuro.ac.cy, (Cyprus),
- ASSERTED KNOWLEDGE, <https://www.asserted.eu/>, (Greece),
- Zespol Szkol Morskich w Darlowie, <https://www.zsm.darlowo.pl/>, (Poland), and
- CFPCEMON, <https://cfpcemon.it/>, (Italy).

You can find more info about the project's partners: <http://www.futour.erasmusplus.website/about>



2. Instructional Designers

2.1 Identify learning needs

Training Kit for VETs, developed by “FuTour” partners, revolve around building a comprehensive and balanced understanding of digitalization in the tourism and hospitality sector, while fostering skills and competencies that enable learners to navigate the challenges and capitalize on the opportunities presented by digital technologies. To achieve the aim, the following learning needs were taken into consideration to create a comprehensive structure of modules.

Digitalization Awareness and Understanding: There is a need to raise awareness and understanding among education providers and learners in the tourism sector about the significance of digitalization. This includes comprehending the impact and implications of digital technologies on various sub-sectors within tourism, such as marketing, transport, accommodation, restaurants, catering, and personal services.

Digital Skills and Competencies: Due to significant variations in digital skills among individuals and businesses in the tourism industry, there is a requirement to enhance learners' digital skills and competencies. This involves equipping them with the latest tools, practices, and methods relevant to digitalization in the tourism and hospitality sector.

Adaptability and Flexibility: Learners need to develop adaptability and flexibility to cope with the dynamic nature of digital technologies and their impact on the tourism industry. This includes being open to embracing emerging trends and evolving business models.

Identifying Opportunities for Digitalization: Education providers need to empower learners to identify opportunities for digitalization within their respective sub-sectors and businesses. This may involve recognizing untapped potential and innovative approaches to enhance digital presence and efficiency.

Sustainable and Responsible Digitalization: There is a need to emphasize the importance of sustainable and responsible digitalization practices within the tourism sector. This includes preventing over-tourism and promoting eco-friendly initiatives that align with environmental and social responsibility.

Enhancing Employability: The course should focus on enhancing the employability of learners by equipping them with practical skills and knowledge relevant to the digitized landscape of the tourism industry. This may involve preparing them for various roles and positions within the sector that demand digital literacy and adaptability.



2.2 Determinate learning objectives

Training Kit for VET provides a comprehensive understanding of digitalization and its application in the field of tourism, hospitality, and service providers. On the completion of training, learners will:

- Explore the concept of digital tourism and its historical development, evolution, and manifestations over time. They will critically discuss issues related to digital tourism governance, ethics, and regulations in the context of the tourism industry.
- Differentiate between various forms of digital tourism and analyze the implications of digitalization on tourism, hospitality, and service providers. Through critical self-reflection, they will assess their own actions and planned implementations towards digital tourism, evaluating outcomes and learning from experiences.
- Learn to effectively communicate their insights through innovative teaching strategies. Drawing from various theoretical and research perspectives, students will enhance their understanding of digital tourism and develop their own theories of learning and practice.

Training Kit contains the Handbook and the Learning Course.

The Handbook serves as a supplementary guide for learners who are engaging with the learning course. Unlike the detailed content provided in the course, the handbook provides a concise and user-friendly overview of the course's key concepts, objectives, and structure. It acts as a starting point for learners to understand what they will be studying throughout the course.

The learning content is presented using a series of "Power Point Presentations." These presentations consist of slides that contain visual and textual information. Each presentation focuses on a particular topic or module within the course. The Power Point Presentations offer a structured and visually engaging way to convey detailed information to learners. The Handbook serves as an introduction or overview, providing a broad outline or summary of what the course entails, while the Power Point Presentations delve into the specifics of each topic or module covered in the training. Learners can find more detailed explanations and discussions about each concept within the comment section associated with each slide. This setup ensures that learners have access to both a concise overview and comprehensive details as they progress through the learning experience.

There are 12 units in the Training Kit available online [LINK {.....}](#). Units are structured to equip VET providers with an extended body of theoretical material and in class activities to choose from when instructors design their own courses. All units offer recommended reading and updated references the learner can undergo in order to enhance both knowledge and experience.

The sequence of units as following:

Unit 1. EU Green Policy: Paving the Way to a Sustainable Future.

Unit 2. Tourism after Covid 19



Unit 3. Digitalization Strategy for VET Providers in EU Member States

Unit 4. Digital Education for Tourism

Unit 5. Human Digital Skills for Tourism

Unit 6. Digital Education for VET Providers: Case Study - Vasilis Travel

Unit 7. Digital education for educators I.: New trends in VET

Unit 8. Digital education for educators II.: Blended Learning in VET

Unit 9. Digital education for educators III.: New teaching methods in VET

Unit 10. Frameworks for Future Tourism: Teach how to deal with the digital crisis.

Unit 11. Frameworks for Future Tourism: How to find and follow actual trends.

Unit 12. Frameworks for Future Tourism: How to create your digital identity and improve your work.

2.3 Design the learning architecture – structure and sequences

The short reports for each unit, including the description of in-class assessments, the learning outcomes and list of references, are presented in the following section of the handbook.

Unit 1. EU Green Policy: Paving the Way to a Sustainable Future

In this chapter, learners will delve into the objectives, principles, and implementation strategies of the EU Green Policy, which is designed to address the pressing environmental challenges of our time. The unit aims to raise awareness about the impact of human activities on the environment and emphasize the urgent need for sustainable practices.

The chapter covers various key aspects of the EU Green Policy, including efforts to reduce greenhouse gas emissions, promote the use of renewable energy sources, enhance energy efficiency, and protect biodiversity. Learners will explore the multifaceted nature of these initiatives and understand their significance in achieving a sustainable future.

Furthermore, the chapter delves into the legal and regulatory frameworks that underpin the EU Green Policy. Learners will study relevant directives and regulations that guide and shape environmental policies within the European Union.



To enhance the learning experience, the chapter incorporates engaging case studies and interactive activities. These real-life examples and hands-on exercises provide students with practical insights and allow them to deepen their understanding of the EU Green Policy's impact on various sectors and regions.

By the end of this chapter, students will have gained a solid foundation in the EU Green Policy and its role in paving the way to a sustainable future. They will be equipped with the knowledge and awareness needed to critically analyze environmental issues and contribute to the development of sustainable solutions in their communities and beyond.

References:

- Behrens, A., & Liu, Z. (2020). Implications of the European Green Deal for the energy sector.
- Boldrin, A., Maragnani, A., & Rigamonti, L.
- Assessment of the European Strategy for Plastics in a Circular Economy: From Rhetoric to Reality. Resources, Conservation and Recycling, 161, 104942
- Delbeke, J., & Vis, P. (2019). The European Green Deal: An ambitious yet feasible policy package to address climate change and inequality. Climate Policy, 19(8), 969-974.
- Jepma, C., & van der Gaast, W. (2020). The European Green Deal: Challenges for energy-intensive industries. Energy Transitions, 2(1), 33-42.
- European Climate Foundation. Achieving the EU Climate Neutrality Goal - Policy priorities for a successful transition.
- European Commission. European Green Deal. Retrieved from https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en
- European Commission. EU Climate Law. Retrieved from https://ec.europa.eu/clima/policies/eu-climate-action/law_en
- European Commission. Biodiversity Strategy for 2030 - Bringing nature back into our lives. Retrieved from https://ec.europa.eu/environment/strategy/biodiversity-strategy-2030_en
- European Commission. Natura 2000 - Europe's largest network of protected areas. Retrieved from <https://ec.europa.eu/environment/nature/natura2000/>
- European Commission. EU Action Plan - For nature, people, and the economy. Retrieved from https://ec.europa.eu/environment/nature/biodiversity/strategy/index_en.htm#eu-biodiversity-strategy-to-2030
- European Commission. LIFE Programme - Funding for nature and biodiversity. Retrieved from <https://ec.europa.eu/environment/life/>
- European Commission. Circular Economy Action Plan. Retrieved from https://environment.ec.europa.eu/strategy/circular-economy-action-plan_en
- European Commission. Biodiversity Strategy for 2030. Retrieved from https://ec.europa.eu/environment/strategy/biodiversity-strategy-2030_en
- European Commission. Farm to Fork Strategy. Retrieved from https://ec.europa.eu/food/farm2fork_en
- European Commission. Sustainable and Smart Mobility Strategy. Retrieved from https://ec.europa.eu/transport/themes/mobility-strategy_en
- European Environment Agency. State of the Environment Report. Retrieved from <https://www.eea.europa.eu/soer>



- European Environmental Bureau. Circular Economy in Europe: Priorities for Action. Retrieved from <https://eeb.org/library/circular-economy-in-europe-priorities-for-action/>
- Eurostat. Environmental Statistics. Retrieved from <https://ec.europa.eu/eurostat/web/environment>
- Ellen MacArthur Foundation. Circular Economy in Europe: Insights from the Ellen MacArthur Foundation. Retrieved from <https://www.ellenmacarthurfoundation.org/publications>
- European Environmental Bureau (EEB). EU Environmental Implementation Review. Retrieved from <https://eeb.org/european-environmental-implementation-review-eir/>
- European Renewable Energy Council
- Hirth, L., Ueckerdt, F., & Edenhofer, O. (2020). Employment Impacts of Renewable Energy Transition in Europe - Evidence from Macro-Micro Approach. *Journal of Cleaner Production*, 270, 122194.
- European Investment Bank (EIB). Climate and Environment. Retrieved from <https://www.eib.org/en/topics/climate-environment>
- European Parliament.). A European Green Deal. Retrieved from <https://www.europarl.europa.eu/factsheets/en/sheet/141/a-european-green-deal>
- European Parliament. Achieving the climate neutrality goal - State of play of the negotiations. European Court of Auditors.). The European Green Deal: Challenges and Opportunities. Retrieved from https://www.eca.europa.eu/Lists/ECADocuments/RESEARCHPAPER20_08/RESEARCHPAPER20_08_EN.pdf
- European Council. Conclusions on the European Green Deal. Retrieved from <https://www.consilium.europa.eu/en/press/press-releases/2019/12/13/european-council-conclusions-on-the-european-green-deal/>
- Institute for European Environmental Policy (IEEP).). Assessing the European Green Deal. Retrieved from <https://ieep.eu/publications/assessing-the-european-green-deal>
- Intergovernmental Panel on Climate Change (IPCC). Climate Change 2021: The Physical Science Basis. Retrieved from <https://www.ipcc.ch/report/ar6/wg1/>
- International Energy Agency (IEA). Energy Policies of IEA Countries: European Union. Retrieved from <https://www.iea.org/reports/energy-policies-of-iea-countries-european-union-2020-review>
- Our World in Data. Environmental Impact of Food. Retrieved from <https://ourworldindata.org/environmental-impacts-of-food>
- Vomiero, M. (2020). The European Union's Single-Use Plastics Directive: Ambitious and Adequate? *Journal for European Environmental & Planning Law*, 17(2), 165-175.
- United Nations Environment Programme (UNEP). Emissions Gap Report. Retrieved from <https://www.unep.org/emissions-gap-report-2020>
- UNEP. Making Peace with Nature: A Scientific Blueprint to Tackle the Climate, Biodiversity, and Pollution Emergencies. <https://www.unep.org/resources/making-peace-nature>
- World Wide Fund for Nature (WWF). Living Planet Report. Retrieved from https://wwf.panda.org/knowledge_hub/all_publications/living_planet_report_2020/
- Yale Center for Environmental Law and Policy. Environmental Performance Index. Retrieved from <https://epi.yale.edu/>

Unit 2. Tourism after Covid 19

In this chapter, learners will explore the profound crisis that the tourism industry faced due to the global Covid-19 pandemic and its far-reaching impact on the sector. The chapter investigates the



changes and developments that emerged as a result of this crisis, and gains insights into the trends, tendencies, challenges, and needs that have shaped the field.

Throughout the unit, learners will become acquainted with good practices that have emerged in response to the crisis. These examples of resilience, adaptability, and innovation will provide valuable lessons and inspiration for the recovery and future growth of the tourism industry.

The chapter will also focus on proposing solutions for rebooting and recovering tourism in the post-pandemic era. Digital tourism, which harnesses technology and online platforms, will be explored as a means to adapt and thrive in the new landscape. Additionally, sustainable tourism practices will be emphasized as a vital component for long-term resilience and environmental stewardship.

As learners progress through the chapter, ample time will be dedicated to discussions and activities. These interactive elements will encourage critical thinking, collaboration, and creative problem-solving. By actively engaging with the material, learners may gain a comprehensive understanding of the challenges and opportunities facing the tourism industry, as well as contribute to the exploration of potential solutions.

By the end of this chapter, learners will have a solid grasp of the crisis that impacted the tourism industry, the changes that have taken place, and the strategies needed for recovery and future success. They are equipped with valuable insights and tools to navigate the evolving landscape of the tourism industry, embracing digital and sustainable approaches to foster resilience and growth.

References:

- Airey, D., & Tribe, J. (Eds.). (2022). *Food, Drink and Tourism: From Terroir to Gastronomy*. Channel View Publications.
- Buhalis, D., & Leung, R. (Eds.). (2023). *Information and Communication Technologies in Tourism 2023: Proceedings of the International Conference in Dubai, UAE, January 23-26, 2023*. Springer.
- Deloitte. (2023). *Global Travel and Hospitality Outlook 2023: Reshaping the Industry for the Future*. Retrieved from <https://www2.deloitte.com/global/en/pages/consumer-business/articles/global-travel-hospitality-outlook.html>
- Dias, Á., & Machado, C. (2022). Rebuilding tourism after the COVID-19 pandemic: The case of Portugal. *Current Issues in Tourism*, 1-18.
- DMO Tourism Futures Taskforce. (2022). *Tourism Beyond 2022: A Framework for Recovery*. Retrieved from <https://www.destinationmarketing.org/sites/default/files/2022-04/DMO%20Tourism%20Futures%20Taskforce%20Report%20Final.pdf>
- Dredge, D., & Gyimóthy, S. (Eds.). (2023). *Tourism and Digital Transformation: Impacts and Challenges*. Channel View Publications.
- European Travel Commission (ETC). (2023). *Quarterly Report on European Tourism: Q4/2022*. Retrieved from <https://etc-corporate.org/quarterly-report-on-european-tourism/>
- European Data Protection Supervisor
- Gretzel, U., & Yoo, K. H. (2022). Robots in hospitality and tourism: Applications, implications, and future research directions. *Journal of Travel Research*, 00472875211066262.
- Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2023). Smart tourism: Foundations and developments. In *Information and Communication Technologies in Tourism 2023* (pp. 1-10). Springer.



- Liu, Z., Li, X., & Liang, X. (2022). Designing persuasive tourist experiences: A framework for destination marketers. *Journal of Destination Marketing & Management*, 20, 100713.
- McKinsey & Company. (2022). Rethinking travel and tourism for the post-COVID-19 world. Retrieved from <https://www.mckinsey.com/industries/travel-logistics-and-transport-infrastructure/our-insights/rethinking-travel-and-tourism-for-the-post-covid-19-world>
- McKinsey & Company. (2023). Travel and Tourism After COVID-19: Navigating the Path to Recovery. Retrieved from <https://www.mckinsey.com/industries/travel-transport-and-logistics/our-insights/travel-and-tourism-after-covid-19-navigating-the-path-to-recovery>
- Meng, B., Hall, C. M., & Scott, D. (2022). Co-creating experiential tourism products: Opportunities and challenges for destination management organizations. *Journal of Travel Research*, 00472875221103366.
- Nguyen, H. T. H., & Nguyen, T. H. (2022). The potential of virtual reality in enhancing tourist experiences: A case study of Vietnam. *Journal of Tourism and Hospitality Management*, 29(1), 21-33.
- Scott, D., Hall, C. M., & Gössling, S. (2023). Sustainable tourism transitions: A roadmap for transformation. *Journal of Sustainable Tourism*, 31(1), 1-19.
- The World Bank. (2022). Tourism Policy Responses to the Coronavirus (COVID-19). Retrieved from <https://www.worldbank.org/en/topic/tourism/brief/covid-19-tourism-policy-responses>
- Wang, D., & Xiang, Z. (2022). Smart tourism destinations: Enhancing destination competitiveness. *Journal of Destination Marketing & Management*, 100667. doi: 10.1016/j.jdmm.2022.100667
- Xiang, Z., Du, Q., Ma, Y., & Fan, W. (2022). Digital transformation in the travel industry: A review and synthesis. *Journal of Travel Research*, 00472875221080714.
- Zhang, J., & Xie, P. F. (2022). Tourism recovery and resilience in the post-COVID era: A comparative study of China and Europe. *Journal of Destination Marketing & Management*, 12, 100719. doi: 10.1016/j.jdmm.2021.100719
- Zhang, Y., Li, X., & Zhang, X. (2022). How robot technology improves the perceived service quality in the hospitality industry: A study of hotel guests' experience. *Journal of Travel Research*, 00472875221124468.

Unit 3. Digitalization Strategy for VET Providers in EU Member States

This chapter delves into the crucial topic of digitalization strategy for vocational education and training (VET) providers across European Union (EU) Member States. With the rapid advancements in technology and the increasing importance of digital skills in the modern workforce, the need to embrace digital transformation has become paramount for VET institutions.

The chapter begins by providing an in-depth exploration of digital transformation, highlighting its significance and impact on the VET sector. It discusses how digital technologies have revolutionized various aspects of education, including curriculum design, instructional methods, assessment techniques, and administrative processes. The chapter emphasizes that VET providers must adapt to these changes to remain relevant and effectively prepare learners for the demands of the digital age.

Moving forward, the chapter focuses on the formulation of a comprehensive digitalization strategy for VET providers. It delves into the key components and considerations that should be taken into account when developing such a strategy. Factors such as infrastructure development, integration of digital tools and resources, teacher training and upskilling, and student support mechanisms are



explored in detail. The chapter highlights the importance of aligning the digitalization strategy with the overall goals and objectives of the VET institution.

Furthermore, the chapter delves into the policy and political aspects surrounding digitalization strategy in the VET sector. It examines the role of national and EU-level policies in shaping and guiding the digital transformation of VET providers. The chapter explores policy initiatives, funding mechanisms, and regulatory frameworks that support the adoption of digital technologies in VET. It also discusses the political challenges and considerations that policymakers and VET providers must navigate to ensure successful implementation of digitalization strategies.

Throughout the chapter, real-world case studies and best practices from various EU Member States are presented to provide practical insights and inspiration for VET providers seeking to develop and implement their own digitalization strategies.

The chapter concludes with a summary of key takeaways and recommendations for VET providers, policymakers, and stakeholders involved in shaping the digital future of vocational education and training in the EU.

References:

- Berger, T.; Frey, C.B. Digitalization, Jobs, and Convergence in Europe: Strategies for Closing the Skills Gap. The Oxford Martin School Research Report. 2016. Available online: https://www.oxfordmartin.ox.ac.uk/downloads/reports/SCALE_Digitalisation_Final.pdf
- Caruncho, V.F. Effects of the COVID-19 Pandemic on Young People during the Transition from School to Training and Work in Germany. In Effects of the COVID-19 Pandemic on Vocational Education and Training: International Perspectives of Policy Makers and Practitioners; BIBB: Bonn, Germany, 2022.
- Digital Education Action Plan (2021-2027) (no date) European Education Area. Available at: <https://education.ec.europa.eu/focus-topics/digital-education/action-plan> (Accessed: 20 March 2023).
- Esser, F.H. Digitalization and AI Are Conducive to Increasing the Attractiveness of Vocational Education and Training. In Vocational Training in Research and Practice: VET Trends 2019, Special Edition; BIBB: Bonn, Germany, 2019; Volume 3, p. 4.
- European Commission, Directorate-General for Budget, The EU's 2021-2027 long-term budget and NextGenerationEU : facts and figures, Publications Office of the European Union, 2021, <https://data.europa.eu/doi/10.2761/808559>
- Summary-of-D4.1.pdf (eddie-erasmus.eu)
- What is Digital Education? (1970) The University of Edinburgh. Available at: <https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/digital-ed/what-is-digital-education> (Accessed: 31 May 2023).
- Wolter, A.; Kerst, C. The “academization” of the German qualification system: Recent developments in the relationships between vocational training and higher education in Germany. Res. Comp. Int. Educ. 2015, 4, 510–524.
- World Economic Forum. The Future of Jobs Report 2020. 2020. Available online: https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf
- Yang, C.; Kaiser, F.; Tang, H.; Chen, P.; Diao, J. Sustaining the Quality Development of German Vocational Education and Training in the Age of Digitalization: Challenges and Strategies. Sustainability 2023, 15, 3845. <https://doi.org/10.3390/su15043845>



- Zancajo, A., Verger, A. and Bolea, P., 2022. Digitalization and beyond: the effects of Covid-19 on post-pandemic educational policy and delivery in Europe. *Policy and Society*, 41(1), pp.111-128, DOI: <https://doi.org/10.1093/polsoc/puab016>

Unit 4. Digital Education for Tourism

This chapter explores the realm of digital education for the tourism industry, focusing on the challenges posed by digitalization and the importance of equipping tourism professionals with the necessary knowledge and skills in this rapidly evolving landscape.

The chapter begins by discussing the digital challenges faced by the tourism sector. It highlights the profound impact of digital technologies on various aspects of the industry, including customer behavior, marketing strategies, distribution channels, and the overall travel experience. The chapter examines how advancements such as online booking platforms, social media, and review websites have transformed the way travelers plan and experience their trips. It also addresses the challenges arising from the increasing demand for personalized and immersive digital experiences in tourism.

Moving forward, the chapter delves into the concept of digital education for tourism. It emphasizes the need for tourism professionals to develop a solid understanding of digital tools, platforms, and strategies to thrive in this competitive landscape. The chapter explores the key components of digital education, including technical skills, digital marketing, data analytics, and the use of emerging technologies in the tourism industry. It highlights the importance of fostering a culture of continuous learning and adaptation to keep up with the evolving digital trends.

One of the prominent topics discussed in this chapter is learning about the metaverse. The chapter delves into the concept of the metaverse and its potential implications for the tourism industry. It examines how virtual reality (VR), augmented reality (AR), and other immersive technologies are reshaping the way tourists explore destinations, engage with cultural heritage, and interact with service providers. The chapter explores the educational opportunities presented by the metaverse and how tourism professionals can leverage these technologies to enhance the overall tourist experience.

Throughout the chapter, case studies and examples from the tourism industry are presented to illustrate the practical applications of digital education in different contexts. These examples showcase how tourism organizations and educational institutions are incorporating digital tools and strategies into their training programs to equip professionals with the necessary skills to thrive in the digital era.

The chapter concludes by summarizing the key takeaways and emphasizing the importance of embracing digital education in the tourism industry. It highlights the potential benefits of digitalization for tourism professionals, including improved competitiveness, enhanced customer engagement, and increased efficiency. The chapter also underscores the need for collaboration between industry stakeholders, educational institutions, and policymakers to create a supportive ecosystem for digital education in tourism.



References:

- Digital literacy in the public library | Centre for BOLD Cities. (n.d.). Retrieved 7 May 2023, from <https://www.centre-for-bold-cities.nl/news/digital-literacy-in-the-public-library>
- Doppler, J. (2022). The Role of Artificial Intelligence in the Metaverse. Forbes.
- Dwivedi, Y. K., Hughes, L., Baabdullah, A. M., Ribeiro-Navarrete, S., Giannakis, M., Al-Debei, M. M., Dennehy, D., Metri, B., Buhalis, D., Cheung, C. M. K., Conboy, K., Doyle, R., Dubey, R., Dutot, V., Felix, R., Goyal, D. P., Gustafsson, A., Hinsch, C., Jebabli, I., ... Wamba, S. F. (2022). Metaverse beyond the hype: Multidisciplinary perspectives on emerging challenges, opportunities, and agenda for research, practice and policy. *International Journal of Information Management*, 66, 102542. <https://doi.org/10.1016/j.ijinfomgt.2022.102542>
- Merx, C., & Nawijn, J. (2021). Virtual reality tourism experiences: Addiction and isolation. *Tourism Management*, 87, 104394. <https://doi.org/10.1016/j.tourman.2021.104394>
- Partnerships in Education | UNWTO. (n.d.). Retrieved 7 May 2023, from <https://www.unwto.org/partnerships-in-education>
- Tupper, P. (2022). *The Metaverse: The Business and Culture of Online Worlds*. Columbia University Press.
- Yeoman, I., McMahon-Beattie, U., & Sigala, M. (2021). 19 Developing a Theoretical Framework of Science Fiction and the Future of Tourism: A Cognitive Mapping Perspective. *Science Fiction, Disruption and Tourism*, 6

Unit 5. Human Digital Skills for Tourism

This chapter delves into the realm of digital human skills for the tourism industry, focusing on the importance of embracing digitalization and connectivity in the 21st century. It provides a comprehensive understanding of what human digital skills entail, specifically tailored to the needs of the tourism sector. The chapter also emphasizes the significance of keeping digital skills updated to remain competitive in the ever-evolving digital landscape.

The chapter begins by exploring the concepts of digitalization and connectivity in the tourism industry. It highlights how digital technologies and connectivity have transformed the way tourism businesses operate, interact with customers, and deliver services. The chapter discusses the increasing reliance on digital platforms, online booking systems, and social media for marketing and communication purposes. It emphasizes the need for tourism professionals to adapt to these changes and acquire the necessary digital skills to navigate the digital landscape effectively.

Moving forward, the chapter delves into the specific set of 21st-century digital skills that are vital for professionals in the tourism industry. It explores key competencies such as digital literacy, information management, communication and collaboration in digital environments, critical thinking, problem-solving, and adaptability. The chapter highlights how these skills are crucial for tourism professionals to effectively utilize digital tools, analyze data, engage with customers through digital channels, and stay ahead of the competition.



The chapter then delves into the realm of digital skills specifically relevant to the tourism industry. It explores topics such as digital marketing strategies, search engine optimization (SEO), social media management, online reputation management, data analytics, and customer relationship management (CRM) systems. The chapter provides insights into how tourism professionals can leverage these digital skills to enhance customer experiences, improve operational efficiency, and drive business growth in the digital era.

One of the key focal points of this chapter is the importance of keeping digital skills updated. It provides guidance on how tourism professionals can stay abreast of the latest digital trends, tools, and techniques. The chapter explores various avenues for continuous learning, including online courses, webinars, industry conferences, and networking with peers. It emphasizes the need for a growth mindset and a commitment to lifelong learning to adapt to the rapid pace of digital advancements in the tourism industry.

Throughout the chapter, practical examples, case studies, and success stories from the tourism industry are presented to illustrate the real-world applications of digital human skills. These examples showcase how tourism professionals have utilized their digital skills to drive innovation, improve customer experiences, and achieve business objectives.

The chapter concludes by summarizing the key takeaways and underscoring the significance of developing and updating digital skills in the tourism industry. It emphasizes that embracing digital human skills is not only essential for personal and professional growth but also critical for the success and sustainability of tourism businesses in the digital age. The chapter encourages tourism professionals to invest in their digital skillset and seize the opportunities presented by digitalization and connectivity in the dynamic tourism landscape.

References:

- 20 Quick Tips for better digital communication and collaboration. <https://www.huudo.com/blog/20-quick-tips-for-better-digital-communication-and-collaboration>
- Becker, W.J., Belkin, L.Y., Conroy, S.A., & Tuskey, S. (2021). Killing Me Softly: Organizational E-mail Monitoring Expectations' Impact on Employee and Significant Other Well-Being. *Journal of Management*, 47 (4), 1024–1052.
- Digital Creativity: a Practical Guide. University of York Practical Guides (2023). <https://subjectguides.york.ac.uk/digital-creativity>
- Emmanuel, A.A., Oluwafunmilayo, O.O., Mobolaji, O.A., Abioye, A., & Adedoyin, O.O. (2018). Perception of Travel Agents Towards Amadeus and Galileo Global Distribution System. *Canadian Social Science*, 14, 17-30.
- Ferrari A. (2012). Digital competence in practice: An analysis of frameworks. Seville, Spain: Joint Research Centre, Institute for Prospective Technological Studies.
- Firth, J.A.; Torous, J.; Firth, J. (2020). Exploring the Impact of Internet Use on Memory and Attention Processes. *Int. J. Environ. Res. Public Health* 2020, 17, 9481. <https://doi.org/10.3390/ijerph17249481>
- Get started and access our free live webinar training designed to help you develop new skills. What will you learn today? Google Digital Garage. (2023) <https://learndigital.withgoogle.com/digitalgarage/f2f>



- Greiff, S., & Funke, J. (2017). Interactive problem solving: Exploring the potential of minimal complex systems. In B. Csapó, & J. Funke (Eds.). *The nature of problem solving: Using research to inspire 21st century learning* (pp. 93–105). Paris, France: OECD Publishing.
- Karanasios S., Gekara V., Molla A., Snell D. (2019) *Skilling the Australian workforce for the digital economy, Support document 1: a review of digital skills frameworks literature*. National Centre for Vocational Education and Training (NCVER), pages 16-23. <https://researchrepository.rmit.edu.au/esploro/outputs/9921861092301341>
- Lee, H., Park, N., & Hwang, Y. (2015). A new dimension of the digital divide: Exploring the relationship between broadband connection, smartphone use and communication competence. *Telematics and Informatics*, 32(1), 45–56. <https://doi.org/10.1016/j.tele.2014.02.001>
- Lyngs, U., Lukoff, K., Slovak, P., Binns, R., Slack, A., Inzlicht, M., Van Kleek, M., Shadbolt, N. (2019). *Self-Control in Cyberspace: Applying Dual Systems Theory to a Review of Digital Self-Control Tools*. *Conference on Human Factors in Computing Systems Proceedings (CHI 2019)*, May 2019, 4–9. doi.org/10.1145/3290605.3300361.
- Malkawi E., Khayrullina M. (2021). Digital human skills form the corporate economy and business development. *Ekonomicko-manazerske spectrum*, Volume 15, Issue 1, pp. 64-74 https://ems.uniza.sk/wp-content/uploads/2021/06/EMS_1_2021_06_Malkawi_Khairullina.pdf
- Siemens, G. (2005). *Connectivism: A learning theory for the digital age*. *International Journal of Instructional Technology and Distance Learning*, 2(1).
- Van Deursen, A. J. A. M., Courtois, C., & Van Dijk, J. A. G. M. (2014). Internet skills, support sources and beneficial Internet use. *International Journal of Human-Computer Interaction*, 30(4), 278–290. <https://doi.org/10.1080/10447318.2013.858458>
- Van Laar E., Alexander J. A. M. van Deursen, Jan A. G. M. van Dijk, and Jos de Haan (2020). *Determinants of 21st-Century Skills and 21st-Century Digital Skills for Workers: A Systematic Literature Review* SAGE Open
- Van Laar E., Van Deursen A. J. A. M., Van Dijk J. A. G. M., De Haan J. (2017). The relation between 21st-century skills and digital skills: A systematic literature review. *Computers in Human Behavior*, 72, 577–588. [Crossref](https://doi.org/10.1016/j.chb.2017.05.038)
- Voogt J., Roblin N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3), 299–321
- Yu Zhao, Ana María Pinto Llorente, María Cruz Sánchez Gómez (2021), *Digital competence in higher education research: A systematic literature review*. *Computers & Education*, Volume 168, 2021, <https://doi.org/10.1016/j.compedu.2021.104212>

Unit 6. Digital Education for VET Providers: Case Study - Vasilis Travel

This chapter presents a captivating case study on Vasilis Travel, exploring the intersection of digital education and the role of travel influencers in destination marketing. The chapter aims to deliver specific learning outcomes, focusing on the concept of travel influencers and their impact on the industry.

The chapter begins by introducing the concept of a travel influencer, highlighting their significance in the realm of destination marketing. It explores how these individuals leverage their online presence, social media platforms, and digital storytelling skills to promote and showcase different travel



destinations. The chapter emphasizes the importance of influencer destination marketing and the power of personal narratives in shaping travelers' perceptions and choices.

Moving forward, the chapter delves into how travel influencers utilize technology to enhance their reach and engagement. It examines the various digital tools and platforms they employ, such as social media platforms, travel blogging, vlogging, and immersive technologies like virtual reality (VR) and augmented reality (AR). The chapter explores how travel influencers harness technology to create compelling content, engage with their audiences, and inspire travel experiences.

Furthermore, the chapter highlights how technology can assist individuals in marketing themselves and places. It discusses the role of digital marketing strategies, search engine optimization (SEO), website and content creation, and social media management in promoting personal brands and travel destinations. The chapter provides insights into how technology can enable individuals and destinations to effectively communicate their unique value propositions, attract visitors, and build a strong online presence.

Throughout the chapter, the case study of Vasilis Travel serves as a real-world example, illustrating how the company leverages digital education, travel influencers, and technology to enhance destination marketing efforts. It showcases how Vasilis Travel has embraced digital tools and collaborated with travel influencers to amplify their brand, expand their reach, and cultivate a loyal customer base.

In conclusion, this chapter enables readers to comprehend the concept of travel influencers and their role in destination marketing. It underscores the importance of influencer destination marketing and the effective use of technology in this context. By exploring the case study of Vasilis Travel, readers gain practical insights into how digital education and technology can be leveraged to market oneself and destinations in the dynamic and competitive travel industry.

References:

- Bennett, S. (2014). Social Media Business Statistics, Facts, Figures & Trends 2014. Adweek. Internet access: <http://www.adweek.com/socialtimes/social-businesstrends-2014/498129> [accessed April 11, 2023].
- Deputy Ministry of Tourism - Republic of Cyprus. (2023). Home page : Deputy Ministry of Tourism - Republic of Cyprus Retrieved from https://www.tourism.gov.cy/tourism/tourism.nsf/home_en/home_en?openform [accessed April 21, 2023]
- Expedia Group Travel Outlook (2023). Internet Access: <https://www.expediagroup.com/media/media-details/2021/Expedia-Group-Monthly-Travel-Outlook/> [accessed May 6, 2023]
- Kaur, H. (2018). Social media as a travel influencer: A review of recent studies. *International Journal of Academic Research & Development (IJAR&D)*, 4(2), 81-85.
- Mathieson, A., & Wall, G. (1982). *Tourism: economic, physical and social impacts*. London: Logman.
- McKinsey and Company (2023). Internet Access: <https://www.mckinsey.com/industries/travel-logistics-and-infrastructure/our-insights/make-it-better-not-just-safer-the-opportunity-to-reinvent-travel> [accessed April 27, 2023]
- Nielsen's Global Trust in Advertising Survey.(2012). Internet access: [tp://www.nielsen.com/us/en/press-room/2012/niensglobal-consumers-trust-in-earned-advertisinggrows.html](http://www.nielsen.com/us/en/press-room/2012/niensglobal-consumers-trust-in-earned-advertisinggrows.html) [accessed April 29, 2023].



- PWC SURVAY (2023) :). Internet access: <https://www.pwc.com/us/en/industries/consumer-markets/library/five-travel-trends.html> [accessed April 27, 2023].
- Sesar, V., Hunjet, A., & Kozina, G. (2021). Influencer marketing in travel and tourism: literature review. Economic and Social Development: Book of Proceedings, 182-192.
- UNWTO. (2023). DIGITAL TRANSFORMATION. Retrieved from: <https://www.unwto.org/digital-transformation> . [accessed May 5, 2023].

Next three units (unit 7, unit 8 and unit 9) concentrate on the new trends and threads that are affecting the VET sector globally.

Unit 7. Digital education for educators I.: New trends in VET

In this unit, the focus will be on the significant transformations occurring in Vocational Education and Training (VET) systems at the global level. Learners will delve into the key issues surrounding these changes and their impact on VET providers. Moreover, the chapter will explore the crucial steps that need to be taken to support VET teachers and trainers in their mission.

The chapter will begin by examining the emerging trends and potential threats in the VET landscape. It will analyze the dynamic forces shaping the field and explore how these trends can influence the future of VET. By understanding these factors, learner can better prepare for the challenges and opportunities that lie ahead.

Next, the chapter will shift the focus to the future of VET within the European Union (EU). Learners will delve into the EU's vision and strategies for advancing VET, including initiatives aimed at fostering innovation, adaptability, and international cooperation. Through this exploration, they will gain insights into the EU's commitment to equipping individuals with the skills and competencies needed for the modern workforce.

Finally, the chapter will pay attention to the vital role of VET teachers and trainers in an ever-changing world. Learners will examine the evolving demands placed upon educators and the challenges they face in adapting to new educational paradigms and will explore strategies to support VET teachers and trainers, such as professional development opportunities, collaboration, and the integration of innovative pedagogical approaches.

Throughout this chapter, learners will engage in thought-provoking discussions and activities to deepen our understanding of the issues at hand. By actively participating in these interactive elements, they will have the opportunity to contribute your insights and experiences, fostering a collaborative learning environment.



By the conclusion of this chapter, learners will have gained a comprehensive understanding of the transformations occurring in VET systems globally, the future outlook for VET in the EU, and the vital role of VET teachers and trainers. Equipped with this knowledge, they will be better prepared to support and champion VET initiatives, ensuring the continued growth and success of vocational education and training in a changing world.

References:

- Analysing Erasmus+ Vocational Education and Training Funding in Europe, Carlos de Olagüe-Smithson, Technical and Vocational Education and Training: Issues, Concerns and Prospects 30, Springer International Publishing, 2019, ISBN: 978-3-030-16210-8;978-3-030-16211-5
- Competence-based Vocational and Professional Education: Bridging the Worlds of Work and Education, Martin Mulder (eds.), Technical and Vocational Education and Training: Issues, Concerns and Prospects 23, Springer International Publishing, 2017, ISBN: 978-3-319-41711-0,978-3-319-41713-4
- E-Learning Statistics: You Need To Know in 2023 - Studocu. Studocu.com. <https://www.studocu.com/blog/en/e-learning-statistics>
- Integration of Vocational Education and Training Experiences, Sarojni Choy, Gun-Britt Wärvik, Viveca Lindberg, Technical and Vocational Education and Training: Issues, Concerns and Prospects 29, Springer Singapore, 2018, ISBN: 978-981-10-8856-8,978-981-10-8857-5
- JEON, S., & VANDEWEYER, M. (n.d.). Teachers and Leaders in VET Policy Brief. OECD. <https://www.oecd.org/skills/centre-for-skills/Teachers-and-Leaders-in-VET-Policy-Brief.pdf>
- OECD (2021), Teachers and Leaders in Vocational Education and Training, OECD Reviews of Vocational Education and Training, OECD Publishing, Paris, <https://doi.org/10.1787/59d4fbb1-en>
- Poulidou, A., Kvisteroy, J., & Santos, M. (n.d.). Future of VET. CEDEFOP. <https://www.cedefop.europa.eu/en/projects/future-vet>
- Skills for Human Development: Transforming Vocational Education and Training, Lesley Joy Powell, Simon McGrath, Routledge, 2019, ISBN: 1138100579,9781138100572
- Teachers and leaders in vocational education and training, Organisation for Economic Co-operation and Development, OECD reviews of vocational education and training, 2021, ISBN: 9789264367715,9264367713,9789264390027,9264390022,9789264545458,926454545X
- Teachers and trainers in a changing world - Building up competences for inclusive, green and digitalised vocational education and training (VET). CEDEFOP. https://www.cedefop.europa.eu/files/5586_en.pdf
- VET teachers' skills and competences: Vocational Education and Training in Times of Economic Crisis: Lessons from Around the World, Matthias Pilz (eds.), Technical and Vocational Education and Training: Issues, Concerns and Prospects 24, Springer International Publishing, 2017, ISBN: 978-3-319-47854-8,978-3-319-47856-2

Unit 8. Digital education for educators II.: Blended Learning in VET

The unit explores the concept of online teaching in greater detail, with a focus on blended learning methods. Throughout this chapter, learners will investigate the advantages of blended learning, the different types of blended learning models, and practical tips for implementing these methods into your daily teaching practice.



Chapter begins by examining the numerous advantages of blended learning. By leveraging online tools and resources, blended learning can enhance student engagement, promote active learning, and provide personalized learning experiences. Learners will explore how these benefits can positively impact teaching competences, allowing instructors to create a more interactive and effective learning environment.

Next, the unit will delve into the various types of blended learning models. From the flipped classroom approach to the station rotation model, we will explore the different ways in which face-to-face instruction and online activities can be integrated. By understanding these models, learners will have the knowledge and flexibility to select the most appropriate blended learning approach for your specific teaching context and learning objectives.

Finally, the unit will provide practical tips for using blended learning in Vocational Education and Training (VET). Unit will discuss strategies for designing effective online learning materials, fostering student collaboration and interaction, and assessing student progress. These tips will empower teachers to successfully implement blended learning in their VET courses, ultimately enhancing the learning experience and building rapport with your learners.

Throughout the chapter, there will be opportunities for discussion and activities, allowing instructors to reflect on their own teaching practice and collaborate with peers. By actively engaging in these interactive elements, learners will gain a deeper understanding of how blended learning can be effectively applied in the VET context.

By the end of this chapter, learners will have a comprehensive understanding of blended learning in online teaching. They will be equipped with the knowledge and practical tips necessary to implement various blended learning models, capitalize on their advantages, and foster positive teaching competences and rapport with your learners. Embracing blended learning approaches will enable them to create engaging and effective learning experiences in the online teaching environment.

References:

- 15 Sites for Blended Learning. Tech and Learning. <https://www.techlearning.com/tl-advisor-blog/8160>
- Blended and Online Learning for Global Citizenship: New Technologies and Opportunities for Intercultural Education, William J. Hunter, Roger Austin, Series: Routledge Research in International and Comparative Education, Routledge, Year: 2020, ISBN: 2020022881,9780367408213,9780367821661
- Blended learning in action: a practical guide toward sustainable change, Green, Jason T.;Tucker, Catlin R.;Wycoff, Tiffany, SAGE Publications;Corwin Press, Year: 2017;2016, ISBN: 9781506341163,1506341160
- Blended Learning in Practice: A Guide for Practitioners and Researchers, Amanda G. Madden (Editor, Contributor), Lauren Margulieux (Editor, Contributor), Robert S. Kadel (Editor, Contributor), The MIT Press, Year: 2019, ISBN: 0262039478
- Blended Learning Universe. Blended learning. <https://www.blendedlearning.org/>
- Blended Learning. Enhancing Learning Success, Simon K.S. Cheung, Lam-for Kwok, Kenichi Kubota, Lap-Kei Lee, Jumpei Tokito, Lecture Notes in Computer Science 10949, Springer International Publishing, Year: 2018, ISBN: 978-3-319-94504-0,978-3-319-94505-7



- Blended Learning. Sites Google. <https://sites.google.com/site/blendclass/home>
- Blended Learning: Convergence between Technology and Pedagogy, Antonio Víctor Martín-García, Lecture Notes in Networks and Systems 126, Springer International Publishing; Springer, Year: 2020, ISBN: 9783030457808,9783030457815
- Coaching Progressions. The PL Toolbox. <https://www.thepltoolbox.com/progressions.html>
- Resources for Educators. Blended Learning Resources From Seton Education Partners. <https://www.blendedlearning.org/>
- TeachThought. Teachthought. <https://www.teachthought.com>

Unit 9. Digital education for educators III.: New teaching methods in VET

This unit will delve into the latest trends in teaching and education, focusing on six of the newest and most impactful approaches. It will compare and contrast these trends, providing insights into their unique characteristics and potential benefits. Through examples and case studies, the unit will demonstrate how these methods can be applied in diverse settings to enrich learner experiences and create engaging and enjoyable classes.

The unit starts by exploring the distinction between project-based learning and problem-based learning. These student-centered approaches emphasize active participation, critical thinking, and problem-solving skills. Learners will delve into the key features of each method, highlight their similarities and differences, and showcase real-world examples of how they have been successfully implemented.

Next, the chapter will examine the concepts of microlearning and bite-sized learning. In a world where attention spans are decreasing, these approaches break down learning into smaller, more manageable units. The chapter will explore their effectiveness in promoting knowledge retention and flexibility, as well as provide practical examples of how microlearning and bite-sized learning can be integrated into different learning environments.

Furthermore, the unit will explore the realms of gamification and game-based learning. By incorporating game elements into the learning process, these approaches increase learner engagement and motivation. Learners will discuss the principles of gamification and game-based learning, examine their applications across various subjects and age groups, and share inspiring examples of how educators have successfully leveraged these methods to create interactive and fun learning experiences.

Finally, the chapter will provide the audience with a set of activities to further embrace the knowledge gained throughout this chapter. These activities will encourage learners to reflect on their own teaching practice, apply the concepts explored, and explore additional resources to deepen an understanding of these innovative trends.

By the end of this chapter, learners will have a comprehensive understanding of the newest trends in education. They will be equipped with practical knowledge and examples to implement project-



based learning, problem-based learning, microlearning, bite-sized learning, gamification, and game-based learning in your own teaching practice. These approaches will enhance learner engagement, create more dynamic and enjoyable classes, and ultimately contribute to the overall success of your students' educational journey.

References:

- Best Practices for Mentoring in Online Programs: Supporting Faculty and Students in Higher Education, Susan Ko, Olena Zhadko, Best Practices in Online Teaching and Learning, Routledge 2022, ISBN: 9780429434754
- Catch a fire: fuelling inquiry and passion through project-based learning, Henderson, Matt A, Portage & Main Press 2019, ISBN:9781553797517,9781553797890,1553797892,9781553797906,1553797906
- Gamification, Digitalisierung und Industrie 4.0: Transformation und Disruption verstehen und erfolgreich managen, Lutz Anderie (auth.), Gabler Verlag 2018, ISBN: 978-3-658-19864-0, 978-3-658-19865-7
- Gamification in Learning and Education: Enjoy Learning Like Gaming, Sangkyun Kim, Kibong Song, Barbara Lockee, John Burton, Advances in Game-Based Learning, Springer International Publishing 2018, ISBN: 978-3-319-47282-9, 978-3-319-47283-6
- Global Perspectives on Project-Based Language Learning, Teaching, and Assessment: Key Approaches, Technology Tools, and Frameworks, Gulbahar H. Beckett (editor), Tammy Slater (editor), Routledge Studies in Applied Linguistics, Routledge 2019, ISBN: 113835175X,9781138351752
- Project-Based Learning: How to Approach, Report, Present, and Learn from Course-Long Projects, Harm-Jan Steenhuis, Lawrence Rowland, Business Expert Press 2018, ISBN: 1631574752,9781631574757
- Project Based Learning Made Simple: 100 Classroom-Ready Activities that Inspire Curiosity, Problem Solving and Self-Guided Discovery, April Smith, Books For teachers, Ulysses Press 2018, ISBN: 9781612438191
- Student-Centered Mentoring: Keeping Students at the Heart of New Teachers' Learning, Amanda Brueggeman, Corwin 2022, ISBN: 1071855190,9781071855195

Unit 10. Frameworks for Future Tourism: Teach how to deal with the digital crisis.

This unit will provide teachers with valuable tools and strategies to transform a hypothetical digital crisis into a strategic advance. The unit will focus on three key aspects: strengthening digital reputations, managing negative reviews, and rebranding specific activities. By addressing these areas, teachers will be equipped with the necessary knowledge and skills to effectively navigate and overcome digital challenges.

The chapter will begin by exploring ways to strengthen digital reputations. Learners will delve into the importance of online reputation management and provide practical suggestions on how to enhance and protect one's digital presence. By implementing these strategies, teachers can build a positive online image that reinforces their credibility and professionalism.

Next, learners will delve into the topic of managing negative reviews. The unit will provide step-by-step guidance on how to handle negative feedback and mitigate potential damage. Teachers will



learn effective communication techniques, conflict resolution strategies, and methods to turn negative experiences into opportunities for growth and improvement.

Finally, the unit will focus on the concept of rebranding specific activities. Recognizing the significance of branding in the digital age, learners will explore how teachers can strategically reposition and revitalize their activities to attract and engage their target audience. This chapter will discuss the importance of consistent messaging, visual identity, and storytelling in creating a compelling brand narrative.

Throughout the chapter, practical examples and case studies will be shared to illustrate the concepts and strategies discussed. Teachers will have the opportunity to apply these principles to their own professional contexts, ensuring the information is relatable and actionable.

By the conclusion of this chapter, teachers will be equipped with the instruments to effectively manage a digital crisis and turn it into a strategic advancement. They will have gained a comprehensive understanding of how to strengthen digital reputations, manage negative reviews, and rebrand specific activities. By applying these strategies, teachers can enhance their online presence, effectively handle challenges, and create a positive and impactful digital footprint.

References:

- Coombs WT. September 2014. Crisis management and communications. <http://www.instituteforpr.org/crisis-management-communications/>
- Simola S. Teaching corporate crisis management through business ethics education. *European Journal of Training and Development*. 2014;38(5):485-503. DOI: 10.1108/EJTD-05-2013-0055
- Benzaghta, M. A., Elwalda, A., Mousa, M. M., Erkan, I., & Rahman, M. (2021). SWOT analysis applications: An integrative literature review. *Journal of Global Business Insights*, 6(1), 55-73. <https://www.doi.org/10.5038/2640-6489.6.1.1148>
- Alpaslan, C.M., Green, S.E. and Mitroff, I.I. (2009), *Corporate Governance in the Context of Crises: Towards a Stakeholder Theory of Crisis Management*. *Journal of Contingencies and Crisis Management*, 17: 38-49. <https://doi.org/10.1111/j.1468-5973.2009.00555.x>
- Gürel, Ş., & Tat, M. (2017). SWOT ANALYSIS: A THEORETICAL REVIEW. *The Journal of International Social Research*, 10(51), 994–1006. <https://doi.org/10.17719/jisr.2017.1832>
- Wut, T. M., Xu, J., & Wong, S. M. (2021). Crisis management research (1985–2020) in the hospitality and tourism industry: A review and research agenda. *Tourism Management*, 85, 104307. <https://doi.org/10.1016/j.tourman.2021.104307>
- Afshardoost, M., & Eshaghi, M. S. (2020). Destination image and tourist behavioural intentions: A meta-analysis. *Tourism Management*, 81, 104154.
- Shin, H., Perdue, R. R., & Pandelaere, M. (2020). Managing Customer Reviews for Value Co-creation: An Empowerment Theory Perspective. *Journal of Travel Research*, 59(5), 792–810. <https://doi.org/10.1177/0047287519867138>



Unit 11. Frameworks for Future Tourism: How to find and follow actual trends

Unit 11 will provide teachers with a comprehensive set of tools to research and analyze actual tourism trends. The unit will focus on two key areas: understanding the touristic needs of different generations and identifying online trends and resources. By exploring these topics, teachers will be equipped with the knowledge and skills to stay informed and adapt their teaching to the evolving needs of the tourism industry.

The chapter will begin by delving into the importance of understanding the touristic needs of different generations. Learners will explore the characteristics and preferences of various generations, such as Baby Boomers, Generation Z, and Generation Y (Millennials), among others. By gaining insights into their unique travel behaviors, interests, and expectations, teachers can tailor their teaching approaches and curriculum to effectively engage and meet the needs of diverse groups of learners.

Next, the chapter will focus on the methods and resources available for researching online trends in the tourism industry. Learners will discuss effective strategies for finding and analyzing relevant information, such as industry reports, market research, social media listening, and online surveys. Teachers will learn where to find reliable and up-to-date data on tourism trends, allowing them to incorporate the latest insights into their teaching materials and classroom discussions.

Throughout the chapter, practical examples and case studies will be shared to illustrate how teachers can apply the research findings to their teaching practice. This will ensure that the information is relatable and applicable in real-world scenarios.

By the end of this chapter, teachers will have gained a comprehensive understanding of researching actual tourism trends. They will be equipped with the tools to understand the touristic needs of different generations and identify relevant online resources to stay abreast of the latest trends. By integrating these insights into their teaching, teachers can create dynamic and engaging lessons that reflect the evolving demands and interests of the tourism industry, ensuring that their students are well-prepared for future career opportunities.

References:

- Aldao, C., Blasco, D. and Poch Espallargas, M. (2022), Lessons from COVID-19 for the future: destination crisis management, tourist behaviour and tourism industry trends, *Journal of Tourism Futures*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JTF-02-2022-0059>
- Demir, M., Demir, Ş. Ş., Dalgıç, a., & Ergen, F. D. (2021). Impact of COVID-19 pandemic on the tourism industry: An evaluation from the hotel managers' perspective. *Journal of Tourism Theory and Research*, 7(1), 44-57
- Kayumovich, K. O., Gulyamovich, D. I., & Khudoynazarovich, S. A. (2020). Information and information technologies in digital tourism. Special issue on financial development perspectives of the life standard in Central Asia, 32 p.33-34
- Van, N. T. T., Vrana, V., Duy, N. T., Minh, D. X. H., Dzung, P. T., Mondal, S. R., & Das, S. (2020). The role of human-machine interactive devices for post-COVID-19 innovative sustainable tourism in Ho Chi Minh City, Vietnam. *Sustainability*, 12(22), 9523



- Yang, E. C. L., (2021) What motivates and hinders people from travelling alone? A study of solo and non-solo travellers, *Current Issues in Tourism*, 24:17, 2458-2471, DOI: 10.1080/13683500.2020.1839025
- Khanra, S., Dhir, A., Kaur, P., Mäntymäki, M. (2021). Bibliometric analysis and literature review of ecotourism: Toward sustainable development. *Journal of Tourism Management Perspectives*, Volume 37, 100777, ISSN 2211-9736, <https://doi.org/10.1016/j.tmp.2020.100777>
- Paulauskaite, D., Powell, R., Coca-Stefaniak, J. A., Morrison, A. M. (2017). Living like a local: Authentic tourism experiences and the sharing economy. *International Journal of Tourism Research*, vol 19, issue 6, 619-628
- Martínez-González, J.A.; Álvarez-Albelo, C.D. (2021) Influence of Site Personalization and First Impression on Young Consumers' Loyalty to Tourism Websites. *Sustainability*, 13, 1425. <https://doi.org/10.3390/su13031425>
- Zeqiri, A., Dahmani, M., & Youssef, A. B. (2020). Digitalization of the tourism industry: What are the impacts of the new wave of technologies. *Balkan Economic Review*, 2, 63-82
- Piccoli, G., Lui, T., Grün, B. (2017). The impact of IT-enabled customer service systems on service personalization, customer service perceptions, and hotel performance, *Tourism Management*, Volume 59, 349-362, ISSN 0261-5177, <https://doi.org/10.1016/j.tourman.2016.08.015>
- Christou, P., Farmaki, A., & Evangelou, G. (2018). Nurturing nostalgia?: A response from rural tourism stakeholders. *Tourism Management*, 69, 42–51. <https://doi.org/10.1016/j.tourman.2018.05.010>
- Marschall, S. (2017). *Tourism and Memories of Home: Migrants, Displaced People, Exiles and Diasporic Communities*. Channel View Publications.
- “European Multi-generational Travel Trends”, 2018. Expedia and The Center for Generational Kinetics

Unit 12. Frameworks for Future Tourism: How to create your digital identity and improve your work

Unit 12 will delve into the realm of digital identity creation and digital networking. The unit will provide teachers with valuable insights and best practices to establish a strong digital presence and leverage digital marketing strategies. The proposed content of this chapter includes understanding the meaning and importance of digital marketing, cultivating a compelling digital identity, and exploring various social networks and online tools.

The chapter begins by exploring the meaning and significance of digital marketing. Teachers will gain an understanding of how digital marketing has transformed the way businesses and professionals promote their work, reach their target audience, and build meaningful connections. They will discuss key concepts and strategies, such as search engine optimization (SEO), content marketing, social media marketing, and email marketing. By grasping these concepts, teachers will be able to employ effective digital marketing techniques to enhance their work and engage with their audience.

Next, the chapter will delve into the topic of digital presence and identity. Learners will explore the elements that contribute to a strong digital identity, including the importance of personal branding, consistent messaging, and professional storytelling. Teachers will learn how to align their digital presence with their goals and values, effectively communicate their expertise and achievements, and build a positive online reputation.



Furthermore, the unit will explore various social networks and online tools that can facilitate digital networking and professional growth. Learners will discuss popular platforms such as LinkedIn, Twitter, and professional blogs, highlighting their unique features and benefits. Teachers will gain insights into how to effectively utilize these platforms to expand their professional network, share their work, collaborate with peers, and stay updated with industry trends.

Throughout the chapter, practical examples and case studies will be shared to illustrate the concepts and strategies discussed. Teachers will have the opportunity to apply these principles to their own professional context, ensuring the information is relatable and actionable.

By the conclusion of this chapter, teachers will be equipped with the knowledge and tools to create a compelling digital identity and improve their work through effective digital marketing and online networking. They will understand the significance of digital presence and identity, and how to cultivate an engaging online persona. Additionally, teachers will be familiar with various social networks and online tools, enabling them to build connections, collaborate, and stay informed within their professional communities. Embracing these practices will help teachers enhance their professional reputation, expand their opportunities, and effectively navigate the digital landscape.

References:

- Pencarelli, T. (2019). The digital revolution in the travel and tourism industry. *Journal of Information Technology & Tourism* volume 22, 455–476. <https://doi.org/10.1007/s40558-019-00160-3>
- Bala, M., Verma, D. (2018). A Critical Review of Digital Marketing. *International Journal of Management, IT & Engineering*, 8(10), 321–339.
- Kannan, P.K., Hongshuang, A. L. (2017). Digital marketing: A framework, review and research agenda. *International Journal of Research in Marketing*, Volume 34, Issue 1, 22-45, ISSN 0167-8116, <https://doi.org/10.1016/j.ijresmar.2016.11.006>.
- Universal Marketing Dictionary. Common Language Marketing Dictionary. (2023, May 4). <https://marketing-dictionary.org/>
- Ritz, W., Wolf, M., McQuitty, S. (2019), "Digital marketing adoption and success for small businesses: The application of the do-it-yourself and technology acceptance models", *Journal of Research in Interactive Marketing*, Vol. 13 No. 2, pp. 179-203. <https://doi.org/10.1108/JRIM-04-2018-0062>
- Kaur, G. (2017). The Importance of Digital Marketing in the Tourism Industry. *International Journal of Research – Granthaalayah*, 5(6), 72- 77. <https://doi.org/10.5281/zenodo.815854>
- Search engine market share worldwide. StatCounter Global Stats. (n.d.). <https://gs.statcounter.com/search-engine-market-share>
- Reillier, L. C., Reillier, B. (2017). *Platform Strategy: How to Unlock the Power of Communities and Networks to Grow Your Business*. Routledge, Taylor & Francis Group
- Kemp, S. (2021). Digital 2020: Global Digital Overview - DataReportal – global digital insights. DataReportal. <https://datareportal.com/reports/digital-2020-global-digital-overview>
- Petrosyan, A. (2023, April 3). Internet and social media users in the world 2023. Statista. <https://www.statista.com/statistics/617136/digital-population-worldwide/>
- Digital 2022 Report. Hootsuite. (2022). <https://www.hootsuite.com/research/social-trends#67J3gYjmYRHkJclINCFEmY>



- Matkiki, R., Mpinganjira, M., Roberts-Lombard, M. (2017). Social Media in Tourism: Establishing Factors Influencing Attitudes towards the Usage of Social Networking Sites for Trip Organisation. *Acta Commercii Journal*, vol. 17, iss. 1, 1-13. doi: 10.4102/ac.v17i1.396
- Tafveez, M. (2017). Role of Social Media in Tourism: A Literature Review. *International Journal for Research in Applied Science and Engineering Technology* 2017 Vol.5 No.11 pp.633-635 ref.19
- Sotiriadis, M.D. (2017), "Sharing tourism experiences in social media: A literature review and a set of suggested business strategies", *International Journal of Contemporary Hospitality Management*, Vol. 29 No. 1, pp. 179-225. <https://doi.org/10.1108/IJCHM-05-2016-0300>
- Moro, S. and Rita, P. (2018), "Brand strategies in social media in hospitality and tourism", *International Journal of Contemporary Hospitality Management*, Vol. 30 No. 1, pp. 343-364. <https://doi.org/10.1108/IJCHM-07-2016-0340>



2.4 Create engaging and impactful learning experiences

Creating engaging learning experiences requires a holistic approach. It's not simply about selecting one modality or another to guarantee successful learning. And it's certainly not about confining learning to a specific timeframe. Learning experiences need to be organic and freely continue alongside the flow of work. They need to be ever-present in the hearts and minds of your learners. Below you can find 7 techniques that innovative learning leaders are using to create engaging, and impactful, training experiences.

- **Embrace Design Thinking**

The online course offers a design thinking approach. Rather than focusing on learning outcomes, vet providers can start with open-ended questions that address learners' needs. This may include surveying learners and involving online course units from the get-go to ensure they are aligned on key priorities and values. By identifying trends and requirements using design thinking and adult learning best practices, they can better identify the most effective delivery modality for the training experience at hand.

- **Leverage Mobile Learning**

On the heels of design thinking, mobile learning is a solution that drives engagement. This online course uses science of learning for creating engaging learning experiences. Mobile delivery is effective for short bursts of microlearning and videos. Understanding the power of mobile will help meet the expectations of Millennial and Gen Z learners, but it's also effective with other generations. The key to mobile learning is in building a learning experience that sticks and supports learners in their day-to-day roles.

- **Use Video to Catch and Keep Learners' Attention**

Video learning is an effective way to increase learner engagement and retention. In an era where binge-watching television shows is largely commonplace, this makes sense. Short and entertaining videos can easily be accessed on home computers or mobile devices, offering a scalable and cost-effective solution. Video is also a great tool for providing short demonstrations, acting as a key job aid for employees. In the same way that someone might search the internet for how-to videos on making bread, they can access critical technical information while on the job. Video messages from instructors, facilitators, and leaders are also great ways to convey information remotely. Luckily, making videos has never been easier with the many screen capture tools and cameras available on desktop computers and mobile devices.

- **Use Social Learning to Build Community**

This online course can be offered to Learning management Systems (LMSs) which can build-in social networking portals to support peer-to-peer learning, mentoring and more. Providing a social space



where learners can share their experiences helps to support a culture of coaching within your organization.

- **Adopt Experiential Learning**

Effective learning experiences are often ones that include practice, reflection and collaboration to drive retention. Experiential learning immerses learners in an experience and allows them to apply knowledge in real-world situations. This online course considers games, game-based learning, virtual or augmented reality (VR or AR) as part of its activities, thus providing learning experiences that are not only relevant but also immersive and engaging. VET providers can consider role-plays in a remote learning environment as well as business simulations, avatars and game-like interactive experiences to engage learners.

- **Make it Just-in-time**

With so much learning being moved online, it's increasingly difficult for educators to maintain engagement with learners when they're on the job. Not only does this approach lend itself to forgetting, it's a missed opportunity to engage with learners in a meaningful way. In the absence of live educators, mentors, trainers, instructors, etc. the digital learning experiences need to be as attractive and interactive as possible. Learners will be asking "What's in it for me?" and vet educators of this online course will need to answer the call — this online course needs to be fun, relevant, accessible and just-in-time.

- **Coaching and Reinforcement**

Engaging learning experiences don't need to stop at the end of this online course. Instead, all vet providers can consider how to effectively build a coaching culture within your organization so learning is continuous and always relevant to job performance. Using elements such as score cards and one-on-one meetings, can continuously monitor learning performance and provide helpful coaching and insight.



2.5 Develop learning materials

The following learning materials were developed as a part of the online course for vet providers:

- Online Course Outline [\(see link\)](#)
- Online Course 12 Unit's [\(see link\)](#)
- Online Course Assessments [\(see link\)](#)
- Online Course Readings [\(see link\)](#)
- Literature Review Report [\(see link\)](#)



3. Appendix

3.1 Learning material:

English

Greek

Polish

Italian