

GUIDELINES FOR USING THE FUTOUR TRAINING PROGRAM: COURSE STRUCTURE AND IMPLEMENTATION FRAMEWORK

Deliverable: 13.03.2023





1. Course Outline

PART 1

Institution:			
Course Title:	FuTour		
Course Code:			
Number of Credits (CTL Credit System):	6/3	WEEKLY TEACHING HOURS THEORY: 2 PRACTICE: 1	
Lecturer:			
Email Address:			
Telephone:			
Time Schedule:			
Office Hours:			

PART 2

Course Description:

The current online module is a part of result 1 of Erasmus+ project 'FuTour. This project aims at empowering the education providers of the tourism branch, raising the knowledge and the competencies of the learners of the field, also addressing their needs as well as increasing their employability opportunities in all 5 participating countries by equipping them with the latest updates, practices, methods as well as tools for them to safely develop their career path. The purpose of this course is to present a comprehensive and balanced introduction to digitalization in the tourism and hospitality sector. Specifically, reflecting the manifestation, evolution and associated implications of digitalization on tourism, hospitality and service providers in this field. Learners will review current models, definitions and market segmentation of the digitalization of tourism, hospitality and service provision, as well as emerging trends in this field. Last, this course is relates to four main parts resulting from the project's extensive literature review: Digitalization in Tourism as a result of the Covid-19 pandemic; Training models for developing soft digital skill in VET providers education'; and Digitalization strategy for VET providers in EU Member States'.

PART 3

Learning Outcomes: On completion of this course, students should be able to:

1	Define digitalization and digital tourism and substantiate its use in the field of tourism, hospitality, and service providers;
2	Describe the history, manifestation, evolution of digital tourism;
3	Discuss issues of digital tourism, governance, ethics, and regulation in the field of tourism, hospitality, and service providers;
4	Differentiate between the different forms of digital tourism;
5	Understand implications of digitalization on tourism, hospitality, and service providers in this field;

6	Discuss in a critical spirit their own action towards digital tourism and the outcomes of the actions they have planned and implemented;
7	Understand the impact of digital tourism to their personal development and professional development:
8	Describe orally and in writing through presentations, various innovative teaching strategies, and sufficiently communicate with third parties their personal involvement in digital tourism.
9	Analyze and draw experiences from the different theoretical, epistemological, philosophical and research perspectives and their empirical understanding of digital tourism to review, improve and develop their own theory of learning and practice.

PART 4

Course Content (Weekly Plan):

Week	Content of the Course	Activities
1 P1	<p>Tourism after Covid:</p> <ul style="list-style-type: none"> - Tourism and Covid-19 - Rebooting Tourism industry - Tools and strategies for digitalization and sustainability promotion <p>Weekly reading:</p> <ul style="list-style-type: none"> • Deloitte. (2023). Global Travel and Hospitality Outlook 2023: Reshaping the Industry for the Future. 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. <i>Current Issues in Tourism</i>, 1-18. • Dredge, D., & Gyimóthy, S. (Eds.). (2023). <i>Tourism and Digital Transformation: Impacts and Challenges</i>. Channel View Publications. • Gretzel, U., Sigala, M., Xiang, Z., & Koo, C. (2023). Smart tourism: Foundations and developments. In <i>Information and Communication Technologies in Tourism 2023</i> (pp. 1-10). Springer. • McKinsey & Company. (2023). <i>Travel and Tourism After COVID-19: Navigating the Path to Recovery</i>. https://www.mckinsey.com/industries/travel-transport-and-logistics/our-insights/travel-and-tourism-after-covid-19-navigating-the-path-to-recovery 	<ul style="list-style-type: none"> • Activity 1: Watching a video and answering the questions • Activity 2: Case study: based on your business initiative and preferences of guests do Segmentation, • Targeting and Positioning • Activity 3: Based on a given article suggest your framework on digital entrepreneurship and creativity in tourism industry
2 P1	<p>EU Green Policy:</p> <ul style="list-style-type: none"> - Environmental challenges and Need for EU Action - EU Green Policy, its goals, components and impact - Impact of Green Policy and case studies <p>Weekly reading:</p> <ul style="list-style-type: none"> • Delbeke, J., & Vis, P. (2019). The European Green Deal: An ambitious yet feasible policy package to 	<ul style="list-style-type: none"> • Activity 1: Preparing a policy on environmental Challenge • Activity 2: Action Plan for a fictional city



	<p>address climate change and inequality. Climate Policy, 19(8), 969-974.</p> <ul style="list-style-type: none"> • European Commission. European Green Deal. https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en • European Commission. EU Action Plan - For nature, people, and the economy. https://ec.europa.eu/environment/nature/biodiversity/strategy/index_en.htm#eu-biodiversity-strategy-to-2030 • European Environmental Bureau (EEB). EU Environmental Implementation Review. https://eeb.org/european-environmental-implementation-review-eir/ • European Investment Bank (EIB). Climate and Environment. https://www.eib.org/en/topics/climate-environment • 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. • Institute for European Environmental Policy (IEEP.). Assessing the European Green Deal. https://ieep.eu/publications/assessing-the-european-green-deal • UNEP. Making Peace with Nature: A Scientific Blueprint to Tackle the Climate, Biodiversity, and Pollution Emergencies. https://www.unep.org/resources/making-peace-nature 	<ul style="list-style-type: none"> • Activity 3: Exploring the Failures in EU Green Policy • Activity 4: Example of A Successful Project in EU Green Policy
<p>3 P2</p>	<p>Digitalization strategy for VET providers in EU Member States</p> <ul style="list-style-type: none"> - Digital transformation - Digitalization strategy - Policy and Politics on Digitalization Strategy <p>Weekly reading:</p> <ul style="list-style-type: none"> • 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. <i>Policy and Society</i>, 41(1), pp.111-128, DOI: https://doi.org/10.1093/polsoc/puab016 • 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. <i>Sustainability</i> 2023, 15, 3845. https://doi.org/10.3390/su15043845 	<ul style="list-style-type: none"> • Activity 1: Discussion on 'How do you understand the term digital education'? • Activity 2: Answer given questions via Slido. • Activity 3: Discussion on digital competences and skills.
<p>4 P2</p>	<p>Digital Education for Tourism</p> <ul style="list-style-type: none"> - Digital challenges in tourism, - Digital education for tourism, - Learning about metaverse 	<ul style="list-style-type: none"> • Activity 1: Observe and discuss how augmented reality is applied to visitor experience

	<p>Weekly reading:</p> <ul style="list-style-type: none"> 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. <i>International Journal of Information Management</i>, 66, 102542. https://doi.org/10.1016/j.ijinfomgt.2022.102542 Merkx, C., & Nawijn, J. (2021). Virtual reality tourism experiences: Addiction and isolation. <i>Tourism Management</i>, 87, 104394. https://doi.org/10.1016/j.tourman.2021.104394 	<ul style="list-style-type: none"> Activity 2: Think about employee training: what set of skills will you embed into the training programme? Activity 3: Read the Forbes article about Metaverse Activity 4: Utilize online resources to learn more about future of Metaverse
<p>5 P2</p>	<p>Digital human skills for Tourism</p> <ul style="list-style-type: none"> Digitalization and Connectivity 21st Century Digital Skills Digital Skills for Tourism <p>Weekly reading:</p> <ul style="list-style-type: none"> Digital Creativity: a Practical Guide. University of York Practical Guides (2023). https://subjectguides.york.ac.uk/digital-creativity 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 20 Quick Tips for better digital communication and collaboration. https://www.huddo.com/blog/20-quick-tips-for-better-digital-communication-and-collaboration 	<ul style="list-style-type: none"> Activity 1: Towards to digital self-regulation Activity 2: Towards to digital critical thinking Activity 3: What digital skills are mostly required by Tourism industry? Activity 4: Step 1 and 2 towards to successful self-learning Activity 5: Step 3. Utilize online resources
<p>6 P2</p>	<p>Digital Education for VET providers: Case Study – Vasilis Travel</p> <ul style="list-style-type: none"> Digitallisation and Destination Marketing Influencers and Innovation Digital Skills: Vasilis_Travels <p>Weekly reading:</p> <ul style="list-style-type: none"> 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 Nielsen's Global Trust in Advertising Survey. (2012). Internet access: 	<ul style="list-style-type: none"> Activity 1: Influencers & Destination Marketing! Activity 2: As a Travel Influencer what would you do to promote a destination?

	<p>http://www.nielsen.com/us/en/press-room/2012/nielsen-global-consumers-trust-in-earned-advertising-grows.html</p> <ul style="list-style-type: none"> • PWC SURVAY (2023): Internet access: https://www.pwc.com/us/en/industries/consumer-markets/library/five-travel-trends.html) 	
7 P4	<p>Digital education for educators I.: New trends in VET</p> <ul style="list-style-type: none"> - Trends and threats in VET - Future for VET in EU - Teachers and trainers in a changing world <p>Weekly reading:</p> <ul style="list-style-type: none"> • E-learning statistic by Studocu.com. https://www.studocu.com/blog/en/e-learning-statistics • Poulidou, A., Kvisteroy, J., & Santos, M. (n.d.). <i>Future of VET</i>. CEDEFOP. https://www.cedefop.europa.eu/en/projects/future-vet • JEON, S., & VANDEWEYER, M. (n.d.). <i>Teachers and Leaders in VET Policy Brief</i>. OECD. https://www.oecd.org/skills/centre-for-skills/Teachers-and-Leaders-in-VET-Policy-Brief.pdf 	<ul style="list-style-type: none"> • Activity 1: Motivational workshops for youngsters • Activity 2: Present and future workshops for retired experts • Activity 3: Operational plan for extracurricular activities
8 P4	<p>Digital education for educators II.: Blended Learning in VET</p> <ul style="list-style-type: none"> - Advantages of blended learning - Types of blended learning - Tips for using blended learning in VET <p>Weekly reading:</p> <ul style="list-style-type: none"> • The effectiveness of blended learning on learners' academic achievement, self-study skills and learning attitudes: https://www.sciencedirect.com/science/article/pii/S2405844022039457 • Study of Blended Learning Process in Education Context: https://www.researchgate.net/publication/235980754_Study_of_Blended_Learning_Process_in_Education_Context • The Impact of Blended Learning on learners' Performance and Satisfaction in South East European University: https://www.econstor.eu/bitstream/10419/224691/1/22-ENT-2020-Zeqiri-233-244.pdf 	<ul style="list-style-type: none"> • Activity 1: Rethinking weekly teaching plans • Activity 2: Creating an individual learning path for remote teaching • Activity 3: Flipped class scenario
9 P4	<p>Digital education for educators III.: New teaching methods in VET</p>	<ul style="list-style-type: none"> • Activity 1: Project/problem-based class scenario

	<ul style="list-style-type: none"> - Project-based learning vs problem-based learning - Microlearning vs bite-sized learning - Gamification vs game-based learning <p>Weekly reading:</p> <ul style="list-style-type: none"> • Buchem, Ilona & Hamelmann, Henrike. (2010). Microlearning: a strategy for ongoing professional development. https://www.researchgate.net/publication/341323117_Microlearning_a_strategy_for_ongoing_professional_development • Innovating technical and vocational education and training. UNEVOC. https://unevoc.unesco.org/pub/innovating_tvete_frame_work.pdf • The Mentor Handbook: A Practical Guide for VET Teacher Training. CEDEFOP European Centre for Development of Vocational Training. https://www.cedefop.europa.eu/en/news/mentor-handbook-practical-guide-vet-teacher-training 	<ul style="list-style-type: none"> • Activity 2: Microlearning/Bite-sized learning class scenario • Activity 3: Introducing gamification into the teaching scenarios
<p>10 P5</p>	<p>Teach how to deal with a digital crisis:</p> <ul style="list-style-type: none"> - How to strengthen digital reputation - How to manage negative reviews - How to rebrand a specific activity <p>Weekly reading:</p> <ul style="list-style-type: none"> • 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. <i>Tourism Management</i>, 85, 104307. https://doi.org/10.1016/j.tourman.2021.104307 • Shin, H., Perdue, R. R., & Pandelaere, M. (2020). Managing Customer Reviews for Value Co-creation: An Empowerment Theory Perspective. <i>Journal of Travel Research</i>, 59(5), 792–810 https://doi.org/10.1177/0047287519867138 	<ul style="list-style-type: none"> • Activity 1: Understanding how to use images for digital communication of a tourist destinations • Activity 2: Learning how to handle bad reviews • Activity 3: How to leverage the power of social media to effectively promote tourist destinations • Activity 4: Rebranding exercise: rebrand your tourist organization
<p>11 P5</p>	<p>How to find and follow actual trends:</p> <ul style="list-style-type: none"> - Understanding the touristic needs of different generations - How and where to find online trends <p>Weekly reading:</p> <ul style="list-style-type: none"> • Aldao, C., Blasco, D. and Poch Espallargas, M. (2022), Lessons from COVID-19 for the future: 	<ul style="list-style-type: none"> • Activity 1: Understanding which trends fit your business • Activity 2: Learning how to adapt your accommodations offer to the needs of different generations • Activity 3:

	<p>destination crisis management, tourist behaviour and tourism industry trends, <i>Journal of Tourism Futures</i>, https://doi.org/10.1108/JTF-02-2022-0059</p> <ul style="list-style-type: none"> • Tourism marketing for cities and towns: Using Social media and Branding to Attract Tourists. Benita Kolb, published by Routledge Taylor & Francis Group (2017, II edition) • Millennials, Generation Z and the Future of Tourism. Fabio Corbisiero, Salvatore Monaco, Elisabetta Ruspini; published by Channel View Books (2022) 	<p>Learning how to adapt your marketing strategy to a multigenerational audience</p>
<p>12 P5</p>	<p>How to create your digital identity and improve your network:</p> <ul style="list-style-type: none"> - Meaning and importance of Digital Marketing; - Digital presence and identity; - Social networks, tools channels <p>Weekly reading:</p> <ul style="list-style-type: none"> • Digital Marketing: Strategy, Implementation, and Practice. Authored by Dave Chaffey, Fiona Ellis-Chadwick; published by Pearson UK, 7th edition (2019) • Pencarelli, T. (2019). The digital revolution in the travel and tourism industry. <i>Journal of Information Technology & Tourism</i> volume 22, 455–476. https://doi.org/10.1007/s40558-019-00160-3 • 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, <i>Journal of Research in Interactive Marketing</i>, Vol. 13 No. 2, pp. 179-203. https://doi.org/10.1108/JRIM-04-2018-0062 • Sotiriadis, M.D. (2017), "Sharing tourism experiences in social media: A literature review and a set of suggested business strategies", <i>International Journal of Contemporary Hospitality Management</i>, Vol. 29 No. 1, pp. 179-225. https://doi.org/10.1108/IJCHM-05-2016-0300 	<ul style="list-style-type: none"> • Activity 1: Understanding how to fit digital marketing to your business needs • Activity 2: Social media marketing exercise: propose a strategy for your business

PART 5

Required Bibliography:

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18. Chiara Antonietti, A. C. (2022). Can teachers' digital competence influence technology acceptance in vocational education? *Computers in Human Behavior*, Volume 132.
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PART 6

Required Facilities:

Number of hours:



1	Lecture Room	
2	Computer Lab	
3	Kitchen	
4	Hospitality Practice Room	
5	Extra device/s useful for the needs of the subject.	

PART 7

Course Assessment:

The final course grade is made up of:

Coursework:

Attendance & Participation:

Final Examination:

Final Examination marks constitute 50% of the final semester mark, while Midterm Examinations 35%, assignments, projects, presentations 10% and participation, attendance 5%.

The pass mark is set at 50%.

The Midterm examinations are based on material covered and take place during the 6th – 8th week from the beginning of classes for Fall and Spring semesters and during the 5th -6th week in the case of summer sessions.

These take place during lesson time and take no more than two study periods to complete.

Final examinations are based on material covered throughout the semester. The dates for these are set down on the academic calendar. The Final Examinations have duration of three hours for Diplomas, bachelor's degrees and Master Degrees.

Final examination marks are combined with the marks from the Midterm examinations, assignments, projects, presentations, and participation to produce the final mark for the semester.

Estimated Student Workload:

Activity	Hours
Class attendance	
Independent Study	
Midterm	
Assignment (optional)	
Midterm exam Preparation	
Final Exam Preparation	



Final Examination	
Total	

Grading System:

The College's standard grading system is used to assess students' performance. This system is as follows:

Table: Grading System

Mark (%)	Letter Grade	Quality points
95-100	A	4.00
90-94	A-	3.70
85-89	B+	3.50
80-84	B	3.00
75-80	B-	2.70
70-74	C+	2.50
65-69	C	2.00
60-64	C-	1.70
55-59	D+	1.50
50-54	D	1.00
01-49	F	0

Exams / Make - up Exams:

Students must attend all examinations. Failure to do can result in a grade (F).

The final examination lasts three hours for both undergraduate and postgraduate programs. These examinations are comprehensive, and they assess students on the material covered during the semester.

Students are entitled to take make - up examinations if they have scored 30% and above in their final exams or fulfilled all course requirements with a score of at least 30%.

Assignments:

Course Regulations and Policies:

Attendance:

Office Hours:

Students are encouraged and advised to visit their lecturer regularly during office hours in the Small Conference room on the first floor to discuss issues that they believe to be important for them and their success. Students should also inform their lecturers of any unexpected problems/situations that may interrupt or interfere with their studies.

Punctuality:



Punctuality is very important. Students who are late for class are not permitted to enter. Being late for class shows disrespect towards your instructor and your fellow students. Arriving late on a regular basis and disturbing the class can result in a student having to face disciplinary action.

Mobile Phones:

Mobile phones should be switched off and kept away from the desks.

Cheating & Plagiarism:

Cheating and plagiarism are serious disciplinary offences and are not tolerated. Students who violate these rules can have their work/examination disqualified and may have to face disciplinary action. Plagiarism is an academic offence and students can risk failing their courses completely (grade F) if they plagiarize. Whenever students use written material, they should always reference the source of that information.

Library:

PART 8

METHODOLOGY:

In the Classroom:

Web Supported Learning: All the teaching material and the Lecturer's presentations are uploaded on the electronic learning platform of the college as a supporting studying tool.

Guest Speakers / Visits: External visits to agencies or relevant industry/subject related organizations are arranged. Guest speakers that are experts in their field are invited to address the students. Students are also encouraged to visit industry players and familiarize themselves with the profession they have chosen.

Teaching Methods: Lectures, presentations, videos, problem and case study discussion, discussion on relevant articles, Problem-Based Learning, role play, independent and private study, preparation of projects, fieldwork, and teamwork.