



Fakultet ekonomije i turizma
“Dr. Mijo Mirković”

POPULARISATION OF RESPONSIBLE MODEL OF EDUCATION FOR THE NEEDS OF TOURISM

PhD. Jasmina Gržinić, full professor
Juraj Dobrila University of Pula, Croatia
(Faculty of Economics and Tourism)

TOURISM EDUCATION IS IN AN AGE OF CHANGE because:

Students are willing to accept more hours of learning if they are trained for tourism specialization.

Why?

Because, the tourism industry has become more sophisticated and integrated.

TOURISM EDUCATION IS IN AN AGE OF CHANGE because:

- a) Tourists are interested in „Taylor made” offers (**high quality and new experiences**).
- b) Old people like to travel and behave as younger
- c) Basic elements as basic life
- d) Responsible customer
- d) Internet – no more limitations
- e) Creativity and innovations

Knowledge is power!

“the New tourist”

Sensitive to local culture

Green consumer (green glamour)

Prefers flexible itinerary

Authentic experiences

Learning and self-fulfilment

Tourism sector is an „collaborative observation” of:

Local identity, transformations,
story- telling, emotions

Locally sources, natural materials, healthy
and beauty perspective of destinations,
waste recycling (as *Bale*, aromatic
gardens, wellness and SPA; Croatia).

Esthetics, active, gourmet, business,
involvement in local community, learning.

Edutainment + authenticity (Mc Kercher, 2005)



Experience economy

A destination that
offers originality and „new
traditions” no similar to other
destinations



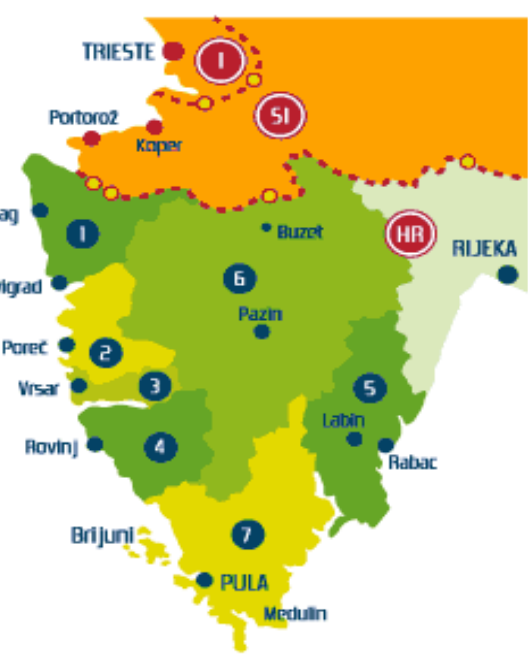
affirmation

experience

inspiration

celebration and pleasure





We need a list of attractions.

We need a team of tourism professionals

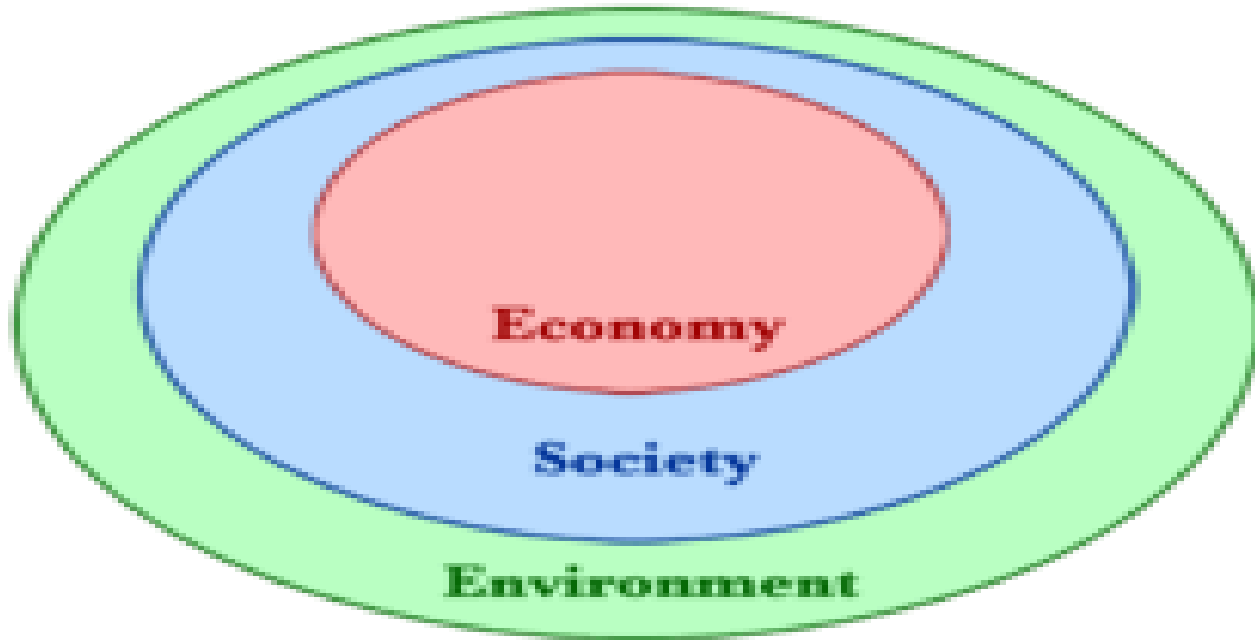
and

added value through dual destination image because zones have become unsustainable!

How education can help?

Tourism education include: focus lessons, guided instruction, collaborative learning and independent work.

SUSTAINABLE TOURISM



Responsible tourism need responsible models.

SUSTAINABLE EDUCATION

a) **THEORY** Knowledge
of teaching and learning

B) **PEDAGOGICAL PRACTICE**

Dialogue, Case study, Learning goals,
Success, Publications, ICT tools, Holistic approach,
Team work, Dissemination

C) **OBSERVATION** teaching and learning perspective

D) **PLANNING** knowledge improvement,
educational policies, pedagogical competence,
regional reputation, global cooperation (students
and professors)

Professionals (Criticism and Reflection)

TOURISM EDUCATION

In order to determinate the level of pedagogical competences achieved by teachers, a theoretical model is used which includes (Sale, 2015): motivational strategies (**memorising of facts**), “learning experience” design (**linking of science and practice**), learning goal and visibility of the expected (**case studies**), linking with new knowledge (**holistic approach**), concepts and principles in the comprehension of the course structure (**understanding of the outcome**), learning design (**ICT tools**), expertise development (**teachers’ publications**), feedback quality (**reflection of thoughts**) and liberalisation of learning (**learning through fun**).

Teachers' own observations of teaching and learning activities are very important factors to promote a sustainable education.

Sustainable education is a model of observation theory and practice.

TOURISM EDUCATION

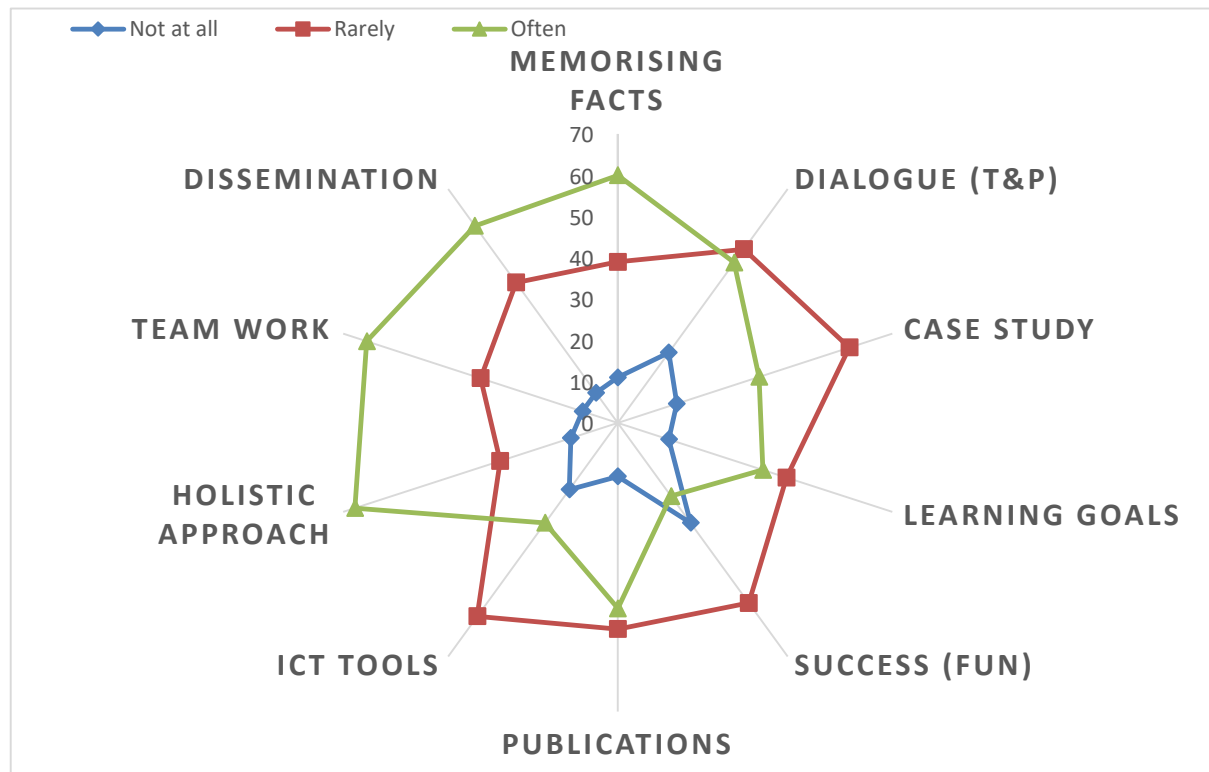
The research included students of the third-year undergraduate studies “Tourism” and “Culture and Tourism” and students of the fifth year of the graduate studies “Tourism and Development” and “Culture and Tourism” at the Juraj Dobrila University of Pula.

Proposed courses and their importance for students (2018): (from less to more important)

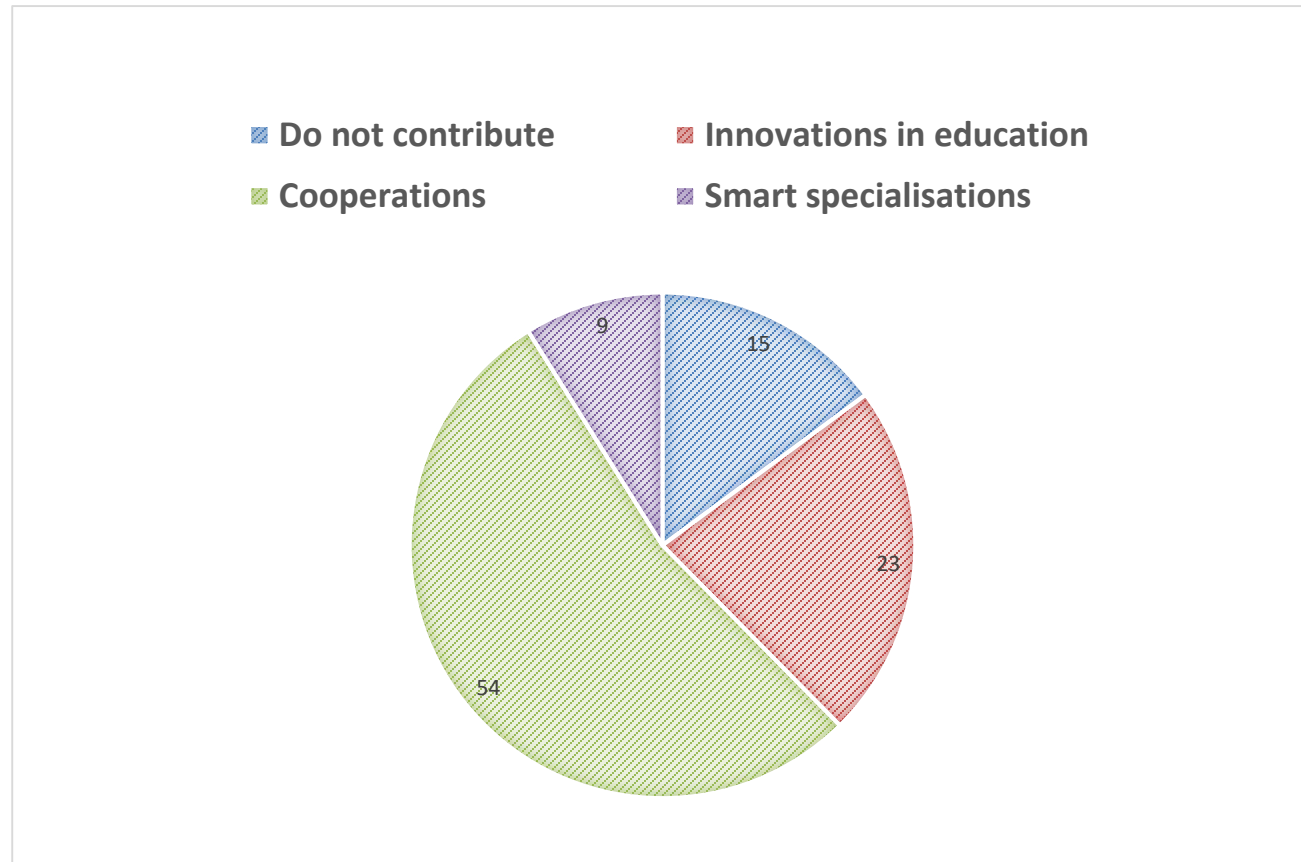
1. Managerial accounting
2. Microcomputer literacy
3. Crisis management
4. Interpersonal skills
5. Project management
6. Interpersonal skills
7. Ethical and social responsibility
8. Trends and innovations in tourism

RESEARCH RESULTS

Graph 1. Student opinions towards learning methods



Graph 2. Pedagogical competences and educational process (in %)



COURSE PROGRAMME

An equal number of “YES” and “NO” answers to the asked question on satisfaction with the course programme points to the vagueness of the aims expressed with the levels of competences (*Attitude, Knowledge, Ability, Adapting to the situation, Persistence, Continuous development, An integrated whole*).

CONCLUSION

It is important to monitor “**the courses competences**” from past to today and future.

Dialogue, case study learning method, clear learning goals, success through fun and own publications are rarely or no connected to a **new and improved leaning outcomes**.

Future research is also needed on the improvement of pedagogical competences in order to „**examine the backgrounds**”.

Recommendation: Olsson & Roxå: 2013, 2018 (Teaching skills and pedagogical competence cicle).

“Swedish school of competence” - **a new framework for sustainable educational growth**.

THANK YOU!

HVALA NA PAŽNJI!!!