1. General Course Information

1.1 Course Details

Course Code:	**1007THS**
Course Name:	**Tourism, Travel and Technology**
Trimester:	**Trimester 1, 2023**
Program:	Diploma of International Tourism and Hotel Management Diploma of Business
Credit Points:	10
Course Coordinator:	Dr Liubov Skavronskaya
Document modified:	09 January 2023

Course Description

Tourism, Travel and Technology is a 10 Credit Point course within the Diploma of International and Hotel Management and Diploma of Commerce. The course introduces students to the theoretical foundation to the ways in which technology is transforming the tourism & hospitality industries and their likely future impacts. The course content covers existing and emerging technologies that improve the effectiveness of the tourism system. This course will also provide you with insights into leveraging technology to improve the economic, social and environmental sustainability of tourism and hospitality operations.

Students must submit all pieces of Evidence of Learning and achieve at least 50% across the course to be eligible for a Pass grade. Students are recommended to participate in and complete all the learning modules and be actively engaged in the learning experiences.

Assumed Knowledge

There is no assumed prior knowledge for students in this course.

1.2 Teaching Team

Your teacher can be contacted via the email system on the digital campus.

Name	Email
Liubov Skavronskaya	lisk@portal.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be found on the Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as laptop or tablet (mobile phones are not suitable). In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims
The aims of this course are to:

- develop students' underpinning knowledge of the global tourism and hospitality industries, with a specific focus on how technological advancements have shaped historical developments and continue to influence contemporary trends;
- position the concept of 'information' as a 'stock' that flows between elements of a system, using the bespoke information systems in the tourism & hospitality industries (eg. the Global Distribution System, or GDS) to highlight the importance of effective information flow; and
- illustrate the positive and negative impacts of mechanical, digital and information technology on the sustainability of tourism and hospitality systems and operations.

2.2 Learning Outcomes

After successfully completing this course, you should be able to:

1. Explain how technological advancements have influenced the history, growth and contemporary global trends of the tourism, travel and hospitality industries.
2. Describe the influence of information and associated technology on tourism and hospitality systems.
3. Discuss ways that effective use of technology can enhance the social and environmental sustainability of tourism and hospitality operations.

2.3 Graduate Capabilities and Employability Skills

For further details on the Graduate Capabilities and Employability Skills please refer to the [Graduate Generic Skills and Abilities policy](#).

Griffith College is committed to producing graduates who are able to demonstrate progress toward the development of a number of generic skills / capabilities that will allow them to successfully continue their studies at the tertiary level. This set of skills includes employability related skills that will ensure graduates are capable in the workplace of the future.

Studies in this course will give you opportunities to begin to develop the following skills:

Graduate Capabilities and Employability Skills			Focus within this course
Interacting with People	Teamwork		
	Communication		✓
	Respect for Culture and Diversity		
Readiness for the Workplace	Problem Solving		✓
	Planning and Organisation		✓
	Creativity and Future Thinking		✓

3. Learning Resources

3.1 Required Learning Resources

- Ali, A. & Frew, A. (2014). ICT and sustainable tourism development: an innovative perspective. *Journal of Hospitality and Tourism Technology*, *5*(1), 2-16.
- Ardito, L., Cerchione, R., Vecchio, P. & Raguseo, E. (2019) Big data in smart tourism: challenges, issues and opportunities. *Current Issues in Tourism, 22*(15), 1805-1809.
- Azis, N., Amin, M., Chan, S. & Aprilia, C. (2020). How smart tourism technologies affect tourist destination loyalty. *Journal of Hospitality and Tourism Technology*, *11*(4), 603-625.
- Backer, E., Erol, G., & Dusmezkalender, E. (2020). VFR travel interactions through the lens of the host. *Journal of Vacation Marketing, 26*(4), 397-411.
- Buhalis, D., Harwood, T., Bogicevic, V., Viglia, G., Beldona, S. & Hofacker, C. (2019). Technological disruptions in services: lessons from tourism and hospitality. *Journal of Service Management, 30(*4), 484-506.
- Buhalis, D. (2020). Technology in tourism-from information communication technologies to eTourism and smart tourism towards ambient intelligence tourism: a perspective article. *Tourism Review*, *75*(1), 267-272.
- Gössling, S., Scott, D. & Hall, C.M. (2020). Pandemics, tourism and global change: a rapid assessment of COVID-19. *Journal of Sustainable Tourism, 29*(1), 1-20.
- Leung, R. (2019). Hospitality technology progress towards intelligent buildings. *Tourism Review*, *76*(1), 69-73.
- Li, J., Bonn, M.A. & Ye, H. (2019). Hotel employee's artificial intelligence and robotics awareness and its impact on turnover intention: The moderating roles of perceived organizational support and competitive psychological climate. *Tourism Management, 73*, 172-181.

- Lu, J. & Xu, Z. (2021) Can virtual tourism aid in the recovery of tourism industry in the COVID-19 pandemic? *Travel and Tourism Research Association: Advancing Tourism Research Globally*. 67. Retrieved from https://scholarworks.umass.edu/ttra/2021/research_papers/67
- Parvez, S.J., Moyeenudin, H.M. & Arun, S. (2018). Digital marketing in hotel industry. *International Journal of Engineering & Technology, 7*(2), 288-290.
- Robinson, J. (2020). Thoughts on the post-pandemic new normal in air travel. *Journal of Airport Management, 15*(1), 6-19.
- Sigala, M. (2018). New technologies in tourism: From multi-disciplinary to anti-disciplinary advances and trajectories. *Tourism Management Perspectives, 25,* 151-155.

3.2 Recommended Learning Resources

You may want to read or access additional material to help you with your learning. They may include:

- Selected articles from Journal of Hospitality and Tourism Technology
- Selected articles from Journal of Tourism Management Research
- Selected articles from Tourism Review
- Selected articles from Tourism Management
- Selected articles from Journal of Sustainable Tourism

3.3 College Support Services and Learning Resources

- The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

- Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

- Study Toolbox– there is a dedicated website for this course on the Griffith College Digital Campus.

- Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the Academic Integrity online modules within the suite of Academic and Professional Studies courses.

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- Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

- Jobs and Employment in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

- IT Support provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled Learning Experience (In Class). Work through the Learning Content (Before Class) prepared by your teacher which is found on the course site. Make sure you complete the Learning Activities (After Class) set each week. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during

consultation time is optional but you are encouraged to use this   extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content (Before Class), Learning Experiences (In Class) and Learning Activities (After Class). **Learning Content (Before Class)** will be engaged with prior to the scheduled **Learning Experience (In Class)**. This will ensure you are prepared for the scheduled Learning Experience (In Class) by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities (After Class)** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks (Assessments) in the course.
In addition, **Missed Class** learning material is provided in the course,   providing support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled   Learning Experience (In Class, either in person or on Zoom) perhaps due to illness or other commitments. The Missed Class learning material should also be used in conjunction with Learning Content (Before Class) and Learning Activities (After Class) resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course Learning Content (Before Class) even when you are not specifically asked to do so by your teacher. The weekly guide (below) will be helpful to organise your learning. This involves revising the weekly Learning Content (Before Class) and completing the Learning Activities (After Class). It also means you will need to find additional information to evidence your learning beyond that given to   you, and to construct your own response to a question or topic. All of this requires careful planning of your time.   Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at   equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher   evaluations via Griffith College's evaluation tool whenever these are available.

4. Weekly Guide: Learning Content, Learning Experiences and Learning Activities

The information below lays out how your learning will be organised throughout the trimester:

Week	Learning Content (Before Class)	Learning Experiences (In Class)	Learning Activities (After Class)	Evidence of Learning (Assessment)	Learning Outcome
Module 1: Tourism and Technology: past, present and future					
1	*On Tech, Tourism & Travel*	*Icebreaker Overview of course assessments* *Group discussion: VFR travel: is it underestimated*	*Watching selected videos and browsing the course websites listed in the Portal* *Reading: Backer, et al. (2020)*		*1*
2	*On Evolution in Tech, Tourism & Travel: Technological developments lie at the heart of all evolution*	*Case study: Smart tech in tourism* *Annotated bibliographies + Empathy and Respect*	*Reading selected articles* *Reading: Buhalis (2020)*		*1,3*
3	*On Trends in Tech, Tourism & Travel*	*Case study: Future travel (AR & Virtual reality)* *Case study: Space tourism*	*Searching and reading articles* *Reading: Gössling, et al. (2020)*	*EoL #1 - Online quiz 1 (10%) during the Learning Experience*	*1,2,3*
4	*On Information Security & Privacy*	*Case study: Cybercrimes*	*Writing a literature review* *Reading: Parvez, et al. (2018)*		*1,2*
Module 2: Technology impacts and sustainability					
5	*On Hotel: Tech for sustainable hotels*	*Case study: Cloud PMS*	*Writing a literature review* *Reading: Leung (2019) Reading: Li, et al. (2019)*		*1,2,3*
6	*On Distribution: GDS & SMTE*	*Case study: GDS and SMTE* *Writing workshop*	*Writing a literature review* *Reading: Robinson (2020)*	*EoL #1 Online quiz 2 (10%) during the Learning Experience*	*2,3*
7	*On Consumers of Tourism & Travel: experience, attitudes, brands*	*Case study and group discussion: Smart technology* *Writing style and format*	*Submitting assignment draft* *Reading: Azis, et al. (2020)*		*1,3*

			Reading: Bahalis, et al. (2019)		
8	**On Sustainability in Tech, Tourism & Travel: quadruple bottom lines and ancestral thinking and systems thinking**	*Case study and group discussion: Tech failure and future*	*Finalising your assignment document* *Reading: Ali & Frew (2014)*	*EoL #2 - An annotated issue (30%)*	*1,3*
	Module 3: Future design				
9	**On Influence: bespoke info and technological systems influence on the tourism, travel and hospitality industries**	*Feedback session for the first assignment* *Case study: Big data in tourism* *What is future design*	*Writing an essay* *Reading: Ardito, et al. (2019)*	*EoL #1 Online quiz 3 (10%) during the Learning Experience*	*1,2,3*
10	**On Failure in Tech, Tourism & Travel**	*Case study and group discussion: Robot butler*	*Writing an essay* *Reading: Sigala (2018)*		*3*
11	**On Virtual Reality Post-Pandemic Tourism**	*Case study and group discussion: Post-pandemic tourism opportunities and challenges* *Oral presentation: Tips and tricks*	*Preparing an oral presentation* *Reading: Lu & Xu (2021)*		*1,2,3*
12	**On Future**	*Oral presentation*	*Finalising your assignment document*	*EoL #3 - A future design (40%)(Oral Presentation 20% due during the Learning experience; Essay 20%, due the same day by 5pm)*	*1,2,3*

5. Evidence of Learning (Assessment)

5.1 Evidence of Learning Summary

	Evidence of Learning (Assessment)	Weighting	Learning outcome	Due Date
1	How much do you know: Quiz	30%	1	Weeks 3,6,9 – during the Learning Experience
2	An annotated issue: Research based assignment	30%	1,2	Week 8, Tuesday, 2nd May, 5 pm
3	A future design: Problem-solving assignment	40% (Essay 20%, Oral Presentation 20%)	1,2,3	Week 12 Oral Presentation due during the Learning Experience; Essay due the same day, 5pm

5.2 Evidence of Learning Task Detail

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

Title: <u>How much do you know: Quiz</u>
Type: Online quiz
Learning Outcomes Assessed: 1
Due Date: Week 3,6,9
Weight: 30%
Marked out of: 30
Word count: n/a

Task Description: This online quiz assesses your knowledge and understanding of the content discussed in the Learning Experience and Learning Activities from Week 1 to Week 9. The quiz covers everything from the lecture content, class discussions, supplementary videos and readings. This assessment needs to be completed in class in weeks 3, 6 and 9. It is worth 30% (10% for each quiz) of your final grade. *Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.*

In this Evidence of Learning task you will:
1. complete an online quiz during your class
2. need a password to access the quiz (to be advised on the day)
3. receive your mark upon completion

Criteria & Marking:

- It is a closed-book online quiz.
- This online quiz is automatically marked.
- Students who fail this assessment item (less than 50% accuracy) will have an opportunity of a second attempt.

Submission: via Moodle Quiz during the Learning Experience

This Evidence of Learning item:

- is an individual activity

Title: <u>An Annotated Issue: Research based assignment</u>
Type: A research-based written assignment
Learning Outcomes Assessed: 1, 2

Due Date: Week 8, Tuesday, 2nd May, 5 pm
Weight: 30%
Marked out of: 30
Word count: 1000~1500 words

Task Description: The first 7 weeks discuss technology innovations in the tourism and hospitality industry, their developments and disruptions. It is critical that the technologies can be effectively leveraged to improve the economic, social, and environment sustainability of tourism and hospitality in the future. This assessment requires each of you to select a tourism/hospitality technological innovation that you are passionate about, identify an issue/problem associated with the industry's adoption and use experience of the innovation.

This assignment requires deep understanding of relevant concepts and trends covered in the course. You need to describe and detail an issue in the form of an annotated bibliography. You could choose your own issue / problem based on the learning content, discussions, and readings in this course. To understand the issue, you need to conduct a literature review (identify, understand, and summarise 3 journal articles) on a specific area. This assignment is worth 30% of your final grade. This assignment is also directly linked to your next assignment - 'A future design'. Please note that this is a research-based assignment and requires reference support.

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

In this Evidence of Learning task you will:
1. select a technological innovation in tourism and hospitality context
2. identify and read at least 3 articles about this innovation
3. based on the articles, evaluate the impacts of this innovation and its role in the future
4. identify an issue/problem and describe it in your own words
5. use APA 7.0 for referencing

Criteria & Marking:

- Marking criteria and rubrics TBA

Submission: Text Matching Tool - Turnitin. Online via TurnItIn

This Evidence of Learning item:

- is an individual activity

Title: <u>A Future Design: Problem-solving assignment</u>
Type: Problem solving assignment
Learning Outcomes Assessed: 1,2,3
Due Date: Week 12, Oral Presentation due during the Learning Experience and the Essay is due the same day by 5pm
Weight: 40%
Marked out of: 40
Word count: 1000 words maximum (a written component)
Duration of oral presentation: 5 minutes maximum (an oral component)

Task Description: This assignment is an individual assignment and has two components, a written component (30%) and an oral presentation component (20%).

The written component requires you to address the issue/problem described and detailed in your first assignment - an Annotated Issue. In this assignment you will discuss how this issue/problem can be solved including will leverage technology to improve the economic, social, and environmental sustainability of tourism and hospitality. You are required to generate a unique and powerful idea / solution / angle / argument / way forward, critically reflect, and propose an action to address the issue. You need to use a sufficient range of relevant and credible academic sources to support your argument.

The second component requires you to pitch the solution proposed in the written component in an oral presentation. The presentation requires you to demonstrate emotion, passion and enthusiasm. You need to offer your audience a captivating story that inspires and engages. Treat this as an opportunity to deliver your own TED style talk!

Please note that web applications such as ChatGPT, Google Translate, Grammarly and Youdao (or equivalent services) are not permitted for assessment creation, translation, or extensive language assistance purposes. Wikipedia, and Baidu, Weibo and WeTalk are not permitted to be used.

In this Evidence of Learning task you will:
1. think about a future and long-term solution to address the issue/problem you have raised in the first assignment
2. write an essay to discuss how the issue/problem can be solved

3. deliver a 5-minutes oral presentation about your solution using PowerPoint slides (5-10 slides)
4. use APA 7.0 for referencing

Criteria & Marking:

- Marking criteria and rubrics TBA

Submission: The oral component will be delivered and assessed in the Week 12 Learning Experience.
The written component needs to be submitted online via TurnItIn the same day by pm.

This Evidence of Learning item:

- is an individual activity

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each calendar day that the task is late. Evidence of learning tasks submitted more than seven calendar days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension
To apply for an extension of time for an evidence of learning item, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Digital Campus within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning *items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the Griffith College Policy Library which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sittings, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed within the Policy Library

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed within the Policy Library) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.