

Tourism 11:

The Future of Tourism and Tourism Planning

Summary

This unit encourages students to explore trends, ideas, and developments in the tourism industry, as well as the intricacies of the field as a career choice. Over the course of this unit, students will become familiar with both the positive and negative impacts of tourism and tourism development, will connect core concepts to real world examples, and should develop a robust knowledge of tourism as an industry today.

Objectives

Students should be able to

- name factors that contribute to tourism growth
- connect core concepts to the real world, including potential impacts on tourism, possible advantages and disadvantages to tourism, and trends within the industry
- explain the foundational elements of tourism planning and why tourism planning matters
- conduct meaningful research
- evaluate research sources for merit and critically examine for bias
- identify major trends within the tourism industry and evaluate for their merit
- articulate where tourism planning headed
- evaluate whether the trends, innovations, and changes in tourism are positive, negative, or neutral

Outcomes

E1 demonstrate an understanding of tourism growth factors

E2 investigate world problems that could potentially have an impact on the tourism industry

E3 identify the basic elements of tourism planning

E4 demonstrate an understanding of the importance of tourism planning

E5 research and critically analyze the impact of tourism development

E6 demonstrate an understanding of career opportunities associated with the planning and development of tourism projects

E7 research trends, issues, and innovations in tourism planning and development

Timeframe

4 weeks

Assessment

1. **The Daily Read:** As throughout the rest of the course, students will be responsible for either reading, listening to, or watching “The Daily Read” – a short text or media file that links course and unit content with the real world in a dynamic and engaging way. Students will be asked to provide a brief written response in a comment box. Feedback

will be *formative*.

2. **Weekly Blog:** Each week, students will be responsible for a short blog piece (at least 250 words) that explores the connections between course content and the outside world. This piece can be grounded in personal experience/opinions, news items, fictional texts, or The Daily Read. It is a chance for students to demonstrate their understanding of course content by meaningfully connecting it to their own experiences. Feedback will be *formative*, although students will, at the end of the course, select their 10 best blog entries for *summative* assessment.
3. **Forum Discussion:** Students will be expected to contribute to outcome-related forum discussions as a means of demonstrating achievement of objectives. At the end of each unit, students receive feedback on their demonstrated achievement of outcomes, allowing them to choose which areas need review/focus as the course progresses. Feedback will be *formative*.
4. **Wiki:** Over the duration of this unit, we will be adding a section for this unit to the course wiki. Students will each be responsible for selecting an outcome to address, completing research, and building a database with pertinent information, excellent research and references, core concepts and vocabulary, and real world connections. Students are responsible for at least **three** wiki pages and for giving feedback and suggesting edits for another **three** pages. Students will receive *formative* feedback from both the teacher and their peers throughout the process, and will be assessed *summatively* at the end of the course for their complete contributions to the classroom learning community/knowledge artefact.
5. **Proposal/Virtual Conference:** Students will be responsible for a written proposal or a visual presentation suggesting one thing Nova Scotia or a smaller region within the province could do to innovate and reinvigorate its tourism offers. This proposal should include projected benefits, any real-world corollaries (i.e., this kind of development was implemented in Iceland and saw an upswing in the number of visitors coming to...), and possible disadvantages/areas from which Tourism Nova Scotia might expect resistance or criticism. Students will then have a virtual conference, at which they present their ideas and we vote on one new development, from student ideas, that Tourism Nova Scotia should select. Assessment will be *summative*.