

# Tourism 11

*Guide*

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Tourism 11

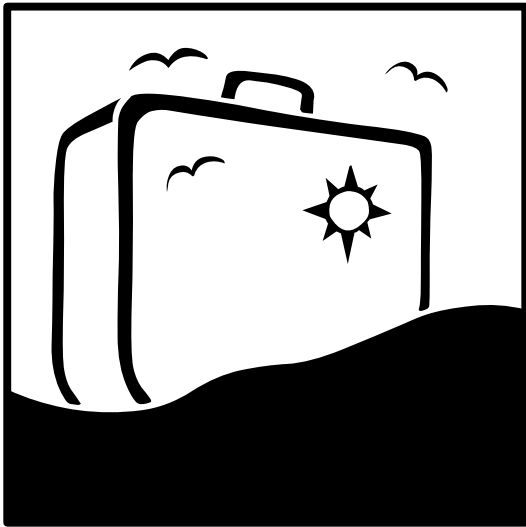
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## Tourism 11



# CURRICULUM

# **Tourism 11**

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# Introduction

## Background

The Department of Education has made a commitment to provide a broad-based, quality education in the public school system and to expand the range of programming to better meet the needs of all students. The department is working in collaboration with school boards and other partners in education, business, industry, the community, and government to develop a variety of new courses.

Tourism 11 is one of a group of innovative multidisciplinary course options that share certain characteristics.

New course options draw from and contribute to students' knowledge and skills in more than one discipline. Students synthesize and apply knowledge and skills acquired in other courses, including courses in English language arts, social studies science, the arts, mathematics, and technology.

New course options are designed to appeal to all senior high school students and provide them with increased opportunities to

- earn the credits they require to attain a high school graduation diploma
- diversify their course options and prepare for varied post-secondary destinations
- make connections among school, the community, and the workplace
- explore a range of career options

These courses offer students increased opportunities for hands-on experiences and for using technology within a variety of subject areas to expand and develop their learning and skills.

## Rationale

Travel and tourism is the world's largest industry. It is estimated that it will double in size by 2005, providing over 348 million jobs worldwide. In 1994, 1 291 200 Canadians worked in tourism-related occupations. By 2005 this number is expected to increase by 3.3 percent, resulting in an additional 557 300 positions. Current statistics show more than 32 000 Nova Scotians employed in the industry. The future of tourism in Nova Scotia looks promising, with revenues exceeding the \$1 billion mark for 1997—a milestone that was not predicted to occur until the year 2000.

An industry with immense scope and potential for growth, tourism can offer Nova Scotian students many opportunities for job entry and career advancement. This industry can accommodate students with a broad range of skills, talents, and strengths.

The department, in partnership with the Halifax Regional School Board, the Cape Breton-Victoria Regional School Board, and industry partners, has designed a curriculum intended to increase awareness of these opportunities and to develop the knowledge, skills, and attitudes necessary to embark on a career in tourism.

## **The Nature of Tourism 11**

Tourism 11 provides an opportunity for all students to develop the knowledge, skills, and attitudes necessary to explore the extensive range of tourism occupations, related career paths, and industry standards. Students have opportunities to develop their skills in communicating, problem solving, critical thinking, organizing and managing information, working collaboratively and independently, and using and adapting to new technology.

The course focusses on industry awareness, career-planning skills, employability skills, in-depth knowledge of the eight tourism sectors, and tourism planning and development. Students apply and expand their learning in community or workplace settings through job shadowing, field trips, and work experience. Learning experiences have a strong “applied” focus with an emphasis on integrating, applying, and reinforcing learning in other courses.

The Tourism 11 curriculum presents a unique opportunity to take learning beyond the classroom into the community and workplace. By applying their knowledge and skills in these settings, students can develop self-confidence as they make meaningful connections with tourism industry professionals representing a range of businesses and services. This educational experience enhances opportunities for students as they graduate and move on to further education, employment, or other life experiences.

Tourism 11 offers students the opportunity to consider their own cultures as well as those of others. It promotes sensitivity to and respect for cultural similarities and differences, which serve to create good will and understanding.

By examining issues from a number of different perspectives—geographical, historical, cultural, economic, environmental, and political—students are better able to make informed and responsible decisions in a constantly changing and ever-demanding society.

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# Outcomes

## The Essential Graduation Learnings and Tourism 11

The Atlantic provinces have worked together to identify the abilities and areas of knowledge that they consider essential for students graduating from high school. These are referred to as the essential graduation learnings. Details may be found in the document *Public School Programs*.

Some examples of learning in Tourism 11 that help students move toward attainment of the essential graduation learnings are given below.

### Aesthetic Expression

*Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

By the end of Tourism 11, students will be expected to

- identify the scope of the attractions sector and related occupations including potential career paths
- research and critically analyse changes and innovations in the sector

### Citizenship

*Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.*

By the end of Tourism 11, students will be expected to

- identify and critically analyse recent innovations and/or topical issues related to the sector
- describe the cultural, social, and political forces underlying the growth and development of various periods in the history of travel
- identify how economic and non-economic factors have influenced leisure and business travel over time

### Communication

*Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.*

By the end of Tourism 11, students will be expected to

- demonstrate the requisite skills to apply and interview for a job
- describe and demonstrate techniques of effective workplace communication
- demonstrate an understanding of the importance of cross-cultural communication in the workplace

## Personal Development

*Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.*

By the end of Tourism 11, students will be expected to

- demonstrate an awareness of career opportunities in each sector
- demonstrate a knowledge of workplace health and safety regulations and precautions
- identify equity and diversity issues in the workplace

## Problem Solving

*Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.*

By the end of Tourism 11, students will be expected to

- demonstrate problem-solving strategies to resolve conflicts between workplace personnel and with customers
- analyse and assess factors that have an impact (both positive and negative) on the tourism industry
- determine how adventure/recreation and eco-tourism have an impact on tourism markets in developing countries and in Nova Scotia

## Technological Competence

*Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.*

By the end of Tourism 11, students will be expected to

- demonstrate an understanding of career opportunities associated with the planning and development of tourism projects
- identify the scope of the adventure/recreation and eco-tourism sector and the businesses and services associated with the sector
- demonstrate an understanding of accommodation businesses and services and related occupations and career paths

## Tourism 11

### Outcomes

#### Module 1—Introduction to Tourism

*Students will be expected to demonstrate an understanding of the history and development of the tourism industry.*

- A1 demonstrate an understanding and appreciation of ideas and beliefs about the tourism industry
- A2 demonstrate a knowledge of the growth and development of tourism in global, national, and provincial contexts
- A3 describe the cultural, social, economic, and political forces underlying the growth and development of various periods in the history of travel and tourism
- A4 identify the impact of some trends upon the tourism industry
- A5 analyse and reflect critically on images and beliefs of tourists
- A6 identify how economic and non-economic factors have influenced leisure and business travel over time
- A7 analyse the Nova Scotia tourism industry to identify major tourist markets
- A8 analyse and assess factors that have an impact (both positive and negative) on the tourism industry

#### Module 2—Career Explorations

*Students will be expected to demonstrate a knowledge of the essential skills and knowledge needed to embark on a tourism career path.*

- B1 identify and describe the eight sectors of tourism
- B2 demonstrate an understanding of the businesses and services that are associated with each sector
- B3 demonstrate an awareness of career opportunities in each sector
- B4 identify and describe the range of occupations in each sector of the tourism industry to gain an understanding of tourism career paths
- B5 demonstrate an understanding of the occupational standards expected of tourism professionals
- B6 identify education and training required for specific careers in the tourism industry
- B7 demonstrate the requisite skills to apply and interview for a job
- B8 describe and demonstrate techniques of effective workplace communication
- B9 demonstrate an understanding of the importance of cross-cultural communication in the workplace
- B10 demonstrate a knowledge of workplace health and safety regulations and precautions
- B11 identify equity and diversity issues in the workplace
- B12 demonstrate problem-solving strategies to resolve conflicts between workplace personnel and with customers

**Module 3—Transportation, Hospitality, and Adventure Tourism/Recreation**

*Students will be expected to explore occupations and issues relating to transportation, hospitality, and attractions.*

- C1 demonstrate an understanding of accommodation businesses and services and related occupations and career paths
- C2 identify and critically analyse recent innovations and/or topical issues related to the sector
- C3 demonstrate an understanding of various types of food and beverage operations, businesses, and services and related occupations and career paths
- C4 investigate recent innovations, changes, and/or topical issues pertaining to the sector
- C5 demonstrate an understanding of transportation operations, businesses, and services and related occupations and career paths
- C6 identify, critically analyse, and report on recent innovations, changes, and/or topical issues related to one of the transportation operations
- C7 identify the scope of the adventure/recreation and eco-tourism sector and the businesses and services associated with the sector
- C8 determine how adventure/recreation and eco-tourism have an impact on tourism markets in developing countries and in Nova Scotia

**Module 4—Travel Trade, Events and Conferences, and Attractions**

*Students will be expected to explore occupations and issues relating to tourism activities, travel trade, and tourism services.*

- D1 demonstrate an understanding of the businesses and operations associated with the travel trade and of related occupations and career paths
- D2 research and critically analyse changes and innovations in the sector
- D3 demonstrate an understanding of the events and conferences sector and related occupations, including potential career paths
- D4 describe the scope of the attractions sector and related occupations, including potential career paths
- D5 describe the scope of the tourism services sector and related occupations, including potential career paths

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**Module 5—The Future of  
Tourism and Tourism  
Planning**

*Students will be expected to explore current trends in and potential growth avenues of the tourism industry including principles of tourism planning and development.*

- 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 analyse 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

# Course Design and Components

## Features of Tourism 11

Tourism 11 is characterized by the following features:

- a strong applied focus with an emphasis on integrating, applying, and reinforcing the knowledge, skills, and attitudes developed in other courses
- a strong connection to the essential graduation learnings
- a strong focus on refining career-planning skills to explore a range of pathways from school
- a strong connection to labour market opportunities with a focus on enhancing students' employability skills
- a strong connection to the community and workplace with a focus on using real-world community and workplace problems and situations, as practical, 'for the application of knowledge and skills and for further learning'
- a strong focus on hands-on learning experiences, including experiences with a range of technologies
- a flexible design framework based on learning modules

## Key Concepts in Tourism 11

Tourism 11 is designed to reflect the structure of the industry. Tourism businesses and services are divided into the following sectors:

- transportation
- accommodation
- food and beverage
- attractions, events, and conferences
- adventure tourism and recreation
- travel and trade
- tourism services

## Cross-Curricular Connections

Tourism 11 is designed to help students apply and expand the knowledge and skills they have acquired in other disciplines, to make connections among areas of knowledge and understanding, and to extend their learning to other disciplines and to the world beyond the classroom.



Learning experiences in Tourism 11 can be linked to learning in, for example,

- computer-related studies
- entrepreneurship
- drama
- English language arts
- family studies
- French, German, or Gaelic
- geography
- history

## Organization

Five learning modules have been developed for Tourism 11:

**Module 1:** Introduction to Tourism (compulsory)

**Module 2:** Career Explorations (compulsory)

**Module 3:** Transportation, Hospitality, and Adventure Tourism/  
Recreation (optional)

**Module 4:** Travel Trade, Events and Conferences, and  
Attractions (optional)

**Module 5:** The Future of Tourism and Tourism Planning  
(optional)

Designed to meet a range of learning needs, Tourism 11 may be offered as a half-credit or full-credit course. Students may earn a half credit by successfully completing the compulsory modules. Students may earn a full credit by successfully completing Module 1, Module 2, and two of Modules 3, 4, or 5.

Instructional time totalling 25–30 hours should be allocated to each learning module, 55 hours to a half credit, and 110 hours to a full credit.

The following are some options that could be considered by teachers and their schools in combining or sequencing modules.

Tourism 11A—0.5 credit. Students take Module 1, then Module 2:

Module 1 →	Module 2
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Tourism 11—1.0 credit. Students take four modules sequentially:

Module 1 →	Module 2 →	Optional Module →	Optional Module
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Alternatively, students might take Module 1, then spend part of their time working on Module 2 for the remainder of the course while working on two optional modules, one at a time.

Module 1 →	Module 2	
	Optional Module →	Optional Module

Teachers who choose to organize the course in this way should ensure that adequate time (25–30 hours) is allocated to each module.

The flexible design of Tourism 11 is intended to accommodate the diverse needs and interests of students. Schools may wish to consider scheduling innovations that would facilitate the offering of learning modules in full and half credits and/or allow students opportunities for related experiential learning in the community such as work experience or job shadowing.

Within the parameters of policy guidelines for locally developed courses, school boards and schools may also develop optional modules that focus on local needs, interests, and learning opportunities.

## How to Use the Four-Column Curriculum Matrix

Outcomes	Suggestions for Teaching and Learning	Suggestions for Assessment	Resources/ Notes

This column offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience.

This column contains a variety of information related to the items in the other columns, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

This column describes what students are expected to know, to be able to do, and to value by the end of the learning module. While the outcomes may be clustered, they are not necessarily sequential.

These suggestions may be used to assess students' success in achieving the outcomes; they are linked to the Outcomes column, rather than the Suggestions for Teaching and Learning column. For more information, see *Assessing and Evaluation Student Learning*.

# **Module 1**

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## **Introduction to Tourism**

Students discover and explore the history, development, and future trends of the tourism industry. Through an analysis of various travel markets, motivations for travel, and tourism activities, students can gain an understanding of the vast range and importance of the tourism industry on an international, national, and local scale.

**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry.**

**Outcomes**

*Students will be expected to*

- A1 demonstrate an understanding and appreciation of ideas and beliefs about the tourism industry
- A2 demonstrate a knowledge of the growth and development of tourism in global, national, and provincial contexts

**Suggestions for Learning and Teaching**

Teachers should provide a range of opportunities for students to explore their ideas and beliefs about tourism. Students should have opportunities to develop and apply their research, organization, critical-thinking, and presentation skills.

*Students can*

- work in small groups to discuss their ideas and beliefs about tourism
- create a definition of tourism
- discuss the tourism industry in their community and generate ideas, perceptions, and questions about tourism in general to build on their definition of tourism

Students may consider such questions as

- Who gets to take vacations and why?
- How important is tourism to the local economy?

*Students can*

- examine the latest World Travel and Tourism Council (WTTC) report to investigate the growth and scope of tourism on an international scale
- investigate and compare tourism development in regions throughout the world by searching the Internet and other media
- review reports from the Canadian Tourism Research Institute (CTRI) on Canada's past tourism performance and anticipated future
- read articles in industry magazines to formulate an understanding of the growth and scope of tourism in Canada
- choose a location in Canada and examine how tourism has contributed to its growth and development
- research a type of tourism such as adventure or eco-tourism to investigate its growth

**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry.**

### Suggestions for Assessment

#### *Teachers can*

- assess the quality of student participation in discussions, including ability to communicate feelings and opinions, respond to opinions of others, and ask clarifying questions
- provide constructive feedback on students' ability to conduct interviews with tourism professionals for the purpose of research
- periodically observe and respond to highlights in student journals/portfolios by posing questions, commenting on students' ideas, checking deadlines, compiling anecdotal information on students' progress, and helping students to set learning goals

#### *Students can*

- record their ideas and perceptions of tourism in a reflective journal or portfolios (These might include notes on what I know about tourism, where my interests in the industry lie, what my goals are for a career in the tourism industry; an organizational chart or timeline of expectations, deadlines, learning goals, and outcomes for the module; pertinent artifacts; brochure clippings; research notes.)
- consider their own and their classmates' ability to participate in class discussions (A sample rubric may be found in Appendix B.)
- present findings to the class through a variety of formats such as panel presentations, overhead displays, visual/oral presentations, video/audio tapes, slides, film clips, interview scripts

### Resources/Notes

See the Canadian Tourism Human Resource Council's *Student's Travel Map*, for additional information on tourism industry associations and organizations

See *The Skillful Teacher* for information on co-operative learning and assessment strategies.

See *Snapshots and Passport* for information on the tourism industry on a global, national, and provincial scale.

For information on co-operative learning, independent research, interviewing skills, case studies, media analysis skills, role-playing, and presentation skills see Appendix A.

**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry**

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**Outcomes**

- A1 demonstrate an understanding and appreciation of ideas and beliefs about the tourism industry
- A2 demonstrate a knowledge of the growth and development of tourism in global, national, and provincial contexts

**Suggestions for Learning and Teaching**

*Students can*

- investigate and report on the most recent publications of the WTTC, which looks at 24 countries on a yearly basis to assess their growth in tourism
- work in groups or individually to research and report on the growth and changes of tourism in the 24 countries
- work in groups or individually to research and report on the growth and changes of tourism in the 24 countries

*Concept Development Strategies*

- Think/Pair/Share: students reflect on a topic and work with other students to synthesize ideas, then share them with the class.
- Team Word Webbing: students write ideas on chart paper, webbing ideas, concepts, and supporting elements of a central idea.

*Acquisition and Presentation of New Material*

- Partners—students can research a topic in pairs and present information to the class.
- Students can role-play—a tourism professional, such as a tour operator or a hotel manager, and present that professional’s perspective on a tourism topic.

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**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry**

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**Suggestions for Assessment***Students can*

- research and create a tourist information package on a particular cultural or social factor that has had an impact on growth and change to the tourism industry in a specific region of Canada (Students may investigate the rise of cultural tourism and the growing tourist interest in historically significant African Canadian and First Nations communities. In small groups, students may conduct research through the Internet and other media for information on the growth of Aboriginal tourism in various parts of Canada, and the growing popularity of African Nova Scotian historical and cultural tours in Nova Scotia.)
- research and present a media report (including interviews) on recent developments in the Nova Scotia tourism industry (for example, students may look at the impact of the film *Titanic* upon the industry or at the rise in popularity of whale-watching)
- investigate how other industries relate to tourism in Nova Scotia
- create a presentation that provides a snapshot or profile of how a particular industry impacts on Nova Scotia tourism, for example, the film industry, music industry, art and craft production (For example, students could investigate and report on the different tourism services and businesses that would have to be booked for a film crew producing a film in a particular region of the province.)

**Resources/Notes**

When students are researching the Nova Scotia tourism industry, they must be prepared to use a variety of sources. If students are investigating the impact of another industry on tourism in Nova Scotia, they could, for example, conduct a newspaper and Internet search, interview industry professionals, and contact the tourism office of a community with experience in dealing with that other industry.

Effective presentation skills are essential in the industry. It would be beneficial to the learners if the teacher conducted a workshop on presentation skills/public speaking.



**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry.**

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**Outcomes**

*Students will be expected to*

- A3 describe the cultural, social, economic, and political forces underlying the growth and development of various periods in the history of travel and tourism
- A4 identify the impact of some trends upon the tourism industry

**Suggestions for Learning and Teaching**

*Students can*

- work collaboratively, in either small or large groups, to create a list of ideas about how travel has changed in the past 50 years
- trace the history of travel and tourism in various cultures, for example, the Sumerians, Egyptians, Romans, Greeks, Phoenicians, Europeans, Americans (These cultures also represent technological changes that had an impact on the industry, for example, the Sumerian creation of currency or the construction of Roman roads.)
- identify current attractions and discuss the reasons for their popularity
- speculate about the attractions for ancient peoples and explain why they think certain attractions might have appealed to one historical group of people
- design a brochure or advertisement focussing on a particular attraction related to a specific historical era/culture
- reflect on the future of travel and tourism, considering, for example, the impact of economic, political, or technological changes and synthesize their ideas to create a classroom display
- create brochures or information booklets using a variety of presentation software programs, such as WordPerfect, Presentations, Mosaic, PageMaker, or PowerPoint
- working individually, in groups, or as a class, create a time line that organizes the history of change and progress in tourism
- conduct research to produce a detailed report and presentation on a particular era in the history of travel and tourism (For example, a student may research Roman modes of travel and the influence of Roman culture and road building technology upon the growth and development of the industry.)
- report on the impact of economic and non-economic factors on leisure and business travel

**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry.**

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**Suggestions for Assessment**

*Teachers can*

- give feedback on the relevance of information and the accuracy and completeness of a constructed time line
- look for the ability to articulate and support a point of view concerning the impact of trends and change within the tourism industry
- provide feedback on the effectiveness of students' use of software presentation programs in the preparation and presentation of tourism brochures and/or reports
- assess students' knowledge of travel motivation
- assess students' ability to identify and analyse the impact of trends/issues upon travel motivations
- through an investigation and analysis of the Nova Scotia tourism industry, create an opportunity to assess students' understanding of the importance of developing specific tourism markets in Nova Scotia
- examine the presentation, content, and clarity of tourism brochures and/or reports
- develop with students criteria to be used in the evaluation of their work

*Students can*

- become "experts" on a particular subject and present their findings and ideas to a larger group or the entire class
- participate in designing performance criteria for their research projects, media reports
- generate flow charts or diagrams that illustrate their knowledge of the effects of various trends on the popularity of specific attractions
- assess their own and their peers' reports and/or brochure presentations
- participate in developing criteria for evaluating reports and brochures

**Resources/Notes**

It is important that students have opportunities to learn about a variety of software presentation programs and to apply their learning in designing reports.

A guest speaker could be invited to discuss future projections in the industry. Both the Nova Scotia Department of Tourism and Culture and the Tourism Industry Association of Nova Scotia (TIANS) have professionals who could speak on this issue.

To assist students in developing effective brochures, teachers could provide examples. An advertising/graphic design professional could be invited to talk to the class.

For students to have a clear understanding of how the industry is developing in the province, they need access to current Nova Scotia Department of Tourism and Culture and TIANS documentation on tourism markets and growth. The tourism industry utilizes a number of media to present information to the public. Students will benefit from a class forum on the impact and uses of the media in modern society. Invite media professionals to discuss ideas and issues and to demonstrate presentation skills.

**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry.**

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**Outcomes**

*Students will be expected to*

- A5 analyse and reflect critically on images and beliefs of tourists
- A6 identify how economic and non-economic factors have influenced leisure and business travel over time
- A7 analyse the Nova Scotia tourism industry to identify major tourist markets

**Suggestions for Learning and Teaching**

*Students can*

- research and create an “official report” for the WTTC that documents a particular trend as a catalyst for change in the industry, such as the rise in popularity of learning vacations, virtual reality theme parks, or the reduction in cost of air fares (Students may include a created tourist brochure or an information booklet describing the new trend.)
- practise and refine interview skills required to gather research data (role-play may be helpful)
- work in pairs to create a list of ideas and beliefs about tourists and share them with the class, which will help students identify the different motivations behind tourist travel, for example, sight-seeing, adventure, and sports
- identify, through discussion, a variety of reasons why people travel and the differences between business and leisure travel and then investigate the different requirements and services associated with each, such as the growth in popularity of executive floors in hotels, the increased popularity of child-friendly hotels, etc.
- identify the impact that economic factors, such as cost of services and currency exchange rates, and non-economic factors, such as gender, culture, and status, have on travellers and investigate related topics, such as some of the recent trends influencing travel, the cost of certain vacations and the ability of persons from various socio-economic groups to travel, or safety issues that pertain to women travellers
- develop a list of responses to the question, “What do you think Nova Scotia offers tourists and where do you think this tourist base originates?”
- research and develop a schema detailing the differences between leisure and business travel
- identify recent trends that have an impact on business and leisure travel

**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry.**

### **Suggestions for Assessment**

*Students can*

- research, create, and present a news report (video, print, radio, Internet) on some recent trends in leisure and business travel, such as the increasing numbers of early retirees, travel for adventure, travel for learning, rise of women business travellers
- research, design, and present a tourism report for the Minister of Tourism and Culture on a specific tourist market that is important to the Nova Scotia tourism industry (Students may look at the rise in the number of tourists from Germany and their motivations for visiting the province.)
- investigate and present a report with visuals on a specific aspect of the province's tourism market, for example, country inns, whale watching, historical sites, hiking trails (Students may look at the type of tourist that this aspect attracts and present ideas about how it could be improved.)

### **Resources/Notes**

Some useful Web sites include the following:

Nova Scotia Demographic Trends  
[www.gov.ns.ca/fina/stats.div/papers/demograf/](http://www.gov.ns.ca/fina/stats.div/papers/demograf/)

Destination: Nova Scotia  
[www.destination-ns.com/](http://www.destination-ns.com/)

Tourism Industry Association of Nova Scotia  
[www.destination-ns.com/tians/](http://www.destination-ns.com/tians/)

About Nova Scotia  
[www.gov.ns.ca/about.htm](http://www.gov.ns.ca/about.htm)

Nova Scotia Tourism  
[www.gov.ns.ca/tourism.htm](http://www.gov.ns.ca/tourism.htm)

Nova Scotia Department of Economic Development  
[www.gov.ns.ca/ecor/](http://www.gov.ns.ca/ecor/)

Nova Scotia Department of Tourism and Culture  
[www.gov.ns.ca/dtc/](http://www.gov.ns.ca/dtc/)

**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry.**

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**Outcomes**

*Students will be expected to*

- A8 analyse and assess factors that have an impact (both positive and negative) on the tourism industry

**Suggestions for Learning and Teaching**

Teachers should provide a range of opportunities for students to explore their ideas and beliefs about tourists. Students should have opportunities to refine and apply their research, organization, critical-thinking, and presentation skills.

*Students can*

- working in groups or individually, do a search on some of the most recent issues that have had an impact on travellers; create files for the issues which can be added to throughout the year; and create a class data base that can be utilized for future research projects (Topics that students could consider are terrorism and safety factors when travelling, confidence in air travel, value of a country's currency.)
- research issues that have had an impact on the tourism industry, for example, tourism -related crime, political instability
- investigate media coverage of tourism issues and reflect upon their initial ideas and perceptions of the tourism industry
- discuss ideas and beliefs surrounding tourism issues and tourists (The teacher may start the discussion with a question about the type of problems that tourists can encounter, for example, loss of passports, health and safety issues, foreign laws, role of embassies, airline safety; students can be asked to do a media search and asked to bring in articles relating to these issues.)
- reflect on and write in their journals about ideas and beliefs concerning tourism industry issues (The teacher may start by presenting a current tourism issue such as concerns by environmental groups about whale-watching tours.)
- participate in a class forum discussing the various forms of media and the means by which they disseminate information (The teacher may wish to start the discussion by asking students how often they hear about tourism issues in the media and what significance this might hold.)

**A: Students will be expected to demonstrate an understanding of the history and development of the tourism industry.**

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### **Suggestions for Assessment**

*Students can*

- be presented with a variety of travel scenarios and, in groups or individually, describe how to best deal with the problem; can assess and comment in a journal/log how the situations/scenarios were handled; and investigate topics such as cultural differences, language barriers, travel delays, missing luggage
- present the results of their research
- working in groups or individually, choose a tourism issue and identify the extent and type of media coverage it received, considering reasons why the issue received the coverage that it did, the impact of the coverage upon the industry, and the reaction of the industry to the media attention
- present their findings to the class and discuss the impact of media coverage of tourism issues

### **Resources/Notes**

This section offers an opportunity for students to undertake a media search. It may be beneficial to the class if the teacher conducts a session on the use and interpretation of media sources and search strategies.

Students will be investigating a range of issues that have legal repercussions. It would be beneficial to organize a mini-workshop on legal issues in tourism. Tourism professionals from TIANS and the Nova Scotia Department of Tourism could speak to the class on this issue or suggest others who would provide insight to the topic.

The following resources provide information on tourism issues:

*Snapshots, Passport, and Tourism: Principles, Practices, Philosophies*

# **Module 2**

## **Career Explorations**

Through a combination of classroom and community-based learning experiences, students discover and practise the skills, attitudes, and knowledge necessary to explore tourism occupations, related career paths, and industry standards. This module provides opportunities for students to develop essential workplace skills, such as résumé and cover-letter writing, job application, interview skills, workplace communication, and cross-cultural communication and to develop the knowledge, skills, and attitudes necessary to embark on a tourism career path or to make other career choices.

**B: Students will be expected to demonstrate a knowledge of the essential skills and knowledge needed to embark on a tourism career path.**

**Outcomes**

*Students will be expected to*

- B1 identify and describe the eight sectors of tourism
- B2 demonstrate an understanding of the businesses and services that are associated with each sector
- B3 demonstrate an awareness of career opportunities in each sector

**Suggestions for Learning and Teaching**

*Students can*

- develop and share a list of businesses and services that they associate with the tourism industry
- investigate the criteria used to determine the division of businesses and services into the eight sectors, starting, perhaps, with an investigation of the different tourism-related businesses in the students' community
- categorize the various tourism-related businesses and services in their community into the eight sectors
- identify the occupations associated with each sector and, through an investigation of particular occupations (which could include an interview, job shadow, etc.), discover and share with their classmates the different occupations associated with the eight sectors
- identify the potential crossovers of occupations that could occur between sectors
- discuss how occupations overlap sectors, for example, food and beverage servers, reservation agents, and tour guides
- investigate the education, training, responsibilities, and experience required for a range of occupations associated with each sector
- work in groups to decide what divisions should exist within the industry and the criteria that would delineate them; categorize the businesses and services in each sector; review their conclusions and place the businesses and services in the identified sectors; and explain their decisions
- choose a tourism business, service, or an entire sector; research related occupations by conducting interviews, participating in a job shadow experience to gain a more in-depth view, etc.; and share findings with the class (For example, students could investigate the operations and occupations associated with a local country inn and, by interviewing the owner and/or manager along with participating in a one-day job shadow, develop an appreciation for the business, its role in the sector, and the roles and responsibilities of related occupations.)



**B: Students will be expected to demonstrate a knowledge of the essential skills and knowledge needed to embark on a tourism career path.**

### Suggestions for Assessment

*Students can*

- research topics in pairs and present information to large groups or the entire class
- role-play a tourism professional and present their perspective on a tourism topic to the class
- work in groups to produce a project that is presented to the class
- develop a student or employability portfolio containing job shadow/work placement evaluations and journal reflections
- research information on each of the eight sectors of the tourism industry and chart this information on graphic organizers such as thinking maps (mind maps and concept organizers), beginning with a topic or central idea placed in the middle of a page and lines (stems) leading outward indicating various aspects or connections to the central idea (Tourism businesses and services are divided into eight sectors: transportation; accommodation; food and beverage; attractions; events and conferences; adventure tourism and recreation; travel and trade; and tourism services.)
- choose their sector of interest to begin to compile a personal project or business portfolio that will contain evidence of their growing understanding of the material (see section on portfolio in Appendix C) and then prepare display charts or collages for demonstration containing such things as pictures from magazines, photos, artifacts from their particular sector of the industry

### Resources/Notes

A job shadow is typically a one-to two-day on site experience. Employers are contacted in advance with information on the format of the job shadow experience, including expectations and requirements for students. A reporting format should be developed by the employer and teacher together and communicated to students. Students should research the business and participate in a brief interview session with the employer in advance.

A work placement (two to six weeks) requires more extensive planning and periodic teacher supervision and evaluation on site. Teachers should have a clear understanding of board and Department of Education policies for work placements.

See texts: *Snapshots*, for information on the division of tourism sectors; *Student Travel Map*, for information on the division of occupations and sectors; *Hospitality and Tourism Careers* and *Expanding Your Horizons*, for information on career preparation.

**B: Students will be expected to demonstrate a knowledge of the essential skills and knowledge needed to embark on a tourism career path.**

**Outcomes**

*Students will be expected to*

- B4 identify and describe the range of occupations in each sector of the tourism industry to gain an understanding of tourism career paths
- B5 demonstrate an understanding of the occupational standards expected of tourism professionals
- B6 identify education and training required for specific careers in the tourism industry

**Suggestions for Learning and Teaching**

*Students can*

- list the skills and qualities that they think all tourism professionals should have (The teacher may want to start the discussion with a question about the most important skill or asset they think tourism professionals should possess. Students may provide answers such as good people skills, enthusiasm, and customer relations skills.)
- research the skills and qualities required of tourism professionals (Guest speakers from TIANS and material on industry standards produced through the Canadian Tourism Human Resource Council can provide useful information.)
- provide strategies for students to investigate tourism occupations and discuss the use of career goal plans to chart a potential career path
- working in groups or individually, identify and construct a list of skills and qualities that they believe they can bring to the tourism industry
- complete the Canadian Tourism Human Resource Council (CTHRC) Tourism Competency Questionnaire (via CD-ROM or written) and, working individually or in groups, assess their answers and make suggestions about the type of tourism occupations for which they think they would be best suited
- participate in Super Host, a day-long workshop by TIANS that is designed to instruct tourism professionals on the finer points of customer service
- identify their areas of interest within the industry
- assess the future of specific careers in the tourism industry

*Concept Development Strategies*

*Think/Pair/Share:* Students reflect on a topic and work with other students to synthesize ideas, then share them with the class.

*Team Word Webbing:* Students write ideas on chart paper, webbing ideas, concepts, and supporting elements of a central idea.

**B: Students will be expected to demonstrate a knowledge of the essential skills and knowledge needed to embark on a tourism career path.**

### Suggestions for Assessment

#### *Teachers can*

- assess students' prior knowledge of the range of occupations associated with the tourism industry
- keep an anecdotal record of student ideas
- assess students' ability to consider the range of career paths open to tourism professionals by investigating occupations through job shadows, interviews, research
- examine students' analysis of industry sectors and occupations through industry-based questionnaires and participation in job shadows/interviews

#### *Students can*

- research and create a detailed report on a particular tourism occupation by identifying and describing the sector related to the occupation, researching the job description, identifying training needed for the job, and exploring the types of institutions and programs available to help train people for the occupation, the various career paths open, and the future employment prospects
- interview a person in the chosen occupation
- participate in a job shadow experience or a work placement
- working individually or in small groups, research and construct a career path for their chosen occupation (the plan should encompass both long and short-term action plans and deadlines for the action)
- create a career goal plan that describes the objectives and requirements of a particular tourism occupation

#### *Strategies and Performance Tasks*

Career questionnaires, career research projects, and evaluations from job shadow/placements are all useful portfolio entries.

### Resources/Notes

A job placement provides opportunities for students to take on most, if not all, requirements of a position. See *Expanding Your Horizons* for more information on work experience evaluation and career goal planning.

Students must consider the most appropriate scheduling for their job placement. The job placement could take place primarily on weekends and after school. If the placement requires the student to work on school days, arrangements must be made with other teachers, and students should develop a plan for keeping their work in other courses up to date.

Teachers should help students with scheduling and other strategies to deal with their increased responsibilities. The teacher should also discuss the placement with parents and organize legal or insurance prerequisites. Evaluation times should be established before students start their positions. Teachers should observe their students while in the workplace.

**B: Students will be expected to demonstrate a knowledge of the essential skills and knowledge needed to embark on a tourism career path.**

**Outcomes**

*Students will be expected to*

- B7 demonstrate the requisite skills to apply and interview for a job
- B8 describe and demonstrate techniques of effective workplace communication
- B9 demonstrate an understanding of the importance of cross-cultural communication in the workplace

**Suggestions for Learning and Teaching**

*Students can*

- discuss the importance of effective cover letters and résumés
- investigate the design elements of cover letters
- examine strong and weak examples of effective résumés and cover letters and construct a cover letter and a résumé
- complete a job application form
- brainstorm a list of steps to prepare for an interview, for example, arriving on time, grooming
- discuss proper responses and behaviour during an interview, listing “things to do” and “things not to do”
- practise appropriate behaviour in a simulated interview
- role-play to identify the elements of effective communication, including non-verbal messages and active listening
- practise techniques for an effective interview and participate in a simulated job interview
- use audiotapes and scripts to help identify effective telephone communication skills; role-play to practise effective telephone communication skills
- prepare and perform scripts for simulated telephone conversations related to a particular tourism field, for example, reservationist with a large hotel, ticket sales agent with a small airline
- investigate workplace customs and social expectations of a range of cultures to develop an understanding of the importance of cross-cultural communication skills in the workplace
- create a skit or play on the importance of effective workplace communication; for example, a “comedy of errors” that looks at the problems that can arise when people do not take the time to communicate effectively
- investigate the numbers of tourists from Germany and the Middle East visiting the province and the type of communication standards that would best serve them
- research and report on the importance of effective cross-cultural communication skills in the workplace (Students may want to research the significance of behaviours and responses when working with people of different cultural and ethnic backgrounds.)

**B: Students will be expected to demonstrate a knowledge of the essential skills and knowledge needed to embark on a tourism career path.**

**Suggestions for Assessment**

*Teachers can*

- assess students' ability to construct résumés that are well organized, logically displayed, and visually appealing in identifying education, description of work experiences, special skills, and abilities
- assess students' ability to construct cover letters that are succinct and customized to identify the applicant's abilities, strengths, and accomplishments
- assess students' ability to fill out all of the appropriate sections of an application form with clear and concise language
- assess students' job interview skills by looking at how they prepared, researched, practised answering anticipated questions, and developed their own questions
- assess students' ability to identify and initiate various communication forms such as non-verbal, verbal, oral, and auditory
- assess students' telephone etiquette skills looking at voice control, confidence in knowledge, appropriate choice of words, and recording of information
- assess students' ability to recognize biases and their impact on communication and to acknowledge the differences regarding acceptable communication practices

*Students can*

- discuss appropriate and effective résumés and cover letters for chosen positions
- discuss and assess interview scenarios
- critique communication scripts and scenarios
- create a résumé, cover letters, and application forms to begin to develop an employability portfolio
- choose a tourism position and a company that they would be interested in and create a résumé and cover letter that would be appropriate to submit for the position
- working in groups, prepare questions and formats for simulated interviews, then stage simulated interviews to test their interview skills

**Resources/Notes**

*Telephone Scenarios*

Students can create a number of scenarios to test their classmates' telephone etiquette skills. An example may be a reservation sales agent who has to take the information for a large convention booking at his/her hotel or a front desk agent who has a customer on the phone who is hearing impaired.

See the following resources for information on career preparation: *Hospitality and Tourism Careers* and *Expanding Your Horizons*.

Certificates from TIANS and career research projects are also appropriate material for a student portfolio.

**B: Students will be expected to demonstrate a knowledge of the essential skills and knowledge needed to embark on a tourism career path.**

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**Outcomes***Students will be expected to*

- B10 demonstrate a knowledge of workplace health and safety regulations and precautions
- B11 identify equity and diversity issues in the workplace
- B12 demonstrate problem-solving strategies to resolve conflicts between workplace personnel and with customers

**Suggestions for Learning and Teaching***Students can*

- discuss their perceptions of workplace safety and of the hazards that people commonly face on the job such as back problems from lifting and accidents caused by working around sharp or hot objects
- investigate ways to deal with hazardous materials in the workplace; to lift heavy items; to handle electrical equipment; and to prepare for emergencies, for example, medical, fire, bomb threat
- discuss equity and diversity issues, for example, race relations, and examine case studies
- identify situations surrounding employee conflict and describe appropriate methods to deal effectively with these situations
- role-play situations depicting employee conflict and the most appropriate methods to deal with these situations
- discuss customer complaints and recount their experiences concerning their own attempts to complain about a product or service and how they felt they were treated
- investigate commonly accepted practices for dealing with customer complaints in the tourism industry
- working in groups or individually, identify how they would react in number of safety situations, then have a class discussion of all of the reactions and what types of response would be the most effective
- create a profile of common customer complaints and appropriate methods to deal effectively with the situations

**B: Students will be expected to demonstrate a knowledge of the essential skills and knowledge needed to embark on a tourism career path.**

### Suggestions for Assessment

*Students can*

- investigate and report on race relations issues in the workplace, providing examples of how different companies and organizations have chosen to deal with the situations, analysing the information, and identifying if they think the situations were dealt with appropriately
- create scripts and role-play different employee conflict scenarios; reactions and strategies can be discussed and analysed by the class
- create scripts and role-play different customer complaint scenarios; reactions and strategies can be discussed and analysed by the class
- identify potential hazards in the workplace of their choice, and describe what can go wrong and the consequences, rank each hazard by probability and consequence, and define a procedure for controlling each hazard
- work in groups to research and present a report on the Occupational Health and Safety Act to determine the duties and responsibilities of the employer and the employee in creating a safe work environment
- create a pamphlet, poster, commercial, or video for tourism workers to communicate the importance of workplace safety
- research and present a report on the laws dealing with equity and diversity issues with special attention given to the roles and responsibilities of the employer in creating a work environment that is free of all forms of discrimination including racism and sexism
- collect and display policy statements from various workplaces on issues such as sexual harassment and violence in the workplace

### Resources/Notes

It may be helpful to have tourism professionals discuss industry standards for dealing with employee relations and customer complaints.

In order to investigate authentic situations and a range of responses, students should be encouraged to interview tourism professionals from a range of businesses and services to gain a broad view of scenarios and employee training to deal with the situations.

When constructing scenarios or plays, the teacher may wish to request advice and assistance from a drama teacher. Students from drama classes could be enlisted to act as customers or employees for the scenarios.

Information on career preparation and workplace issues can be found in the following resources: *Hospitality and Tourism Careers*, *Expanding Your Horizons*, and the Canadian Tourism Human Resource Council's *Entry Level Skills Workbook*.

For more information on the use of case studies and role-playing, see Appendix A.

# **Module 3**

## **Transportation, Hospitality, and Adventure Tourism/Recreation**

Students explore the occupations, related career paths, and the issues in four sectors in the tourism industry (accommodation, food and beverage, transportation, and adventure tourism and outdoor recreation). Through classroom and community-based learning experiences, students discover and practise workplace skills and enact scenarios commonly associated with the sectors.



**C: Students will be expected to explore occupations and issues relating to transportation, hospitality, and attractions.**

**Outcomes**

*Students will be expected to*

- C1 demonstrate an understanding of transportation operations, businesses, and services and related occupations and career paths
- C2 identify, critically analyse, and report on recent innovations, changes and/or topical issues related to one of the transportation operations

**Suggestions for Learning and Teaching**

*Students can*

- discuss their ideas and beliefs about the sector and the occupations associated with it; for example, the teacher may initiate the discussion by asking students about the ways they have travelled while on vacation
- identify one or more occupations associated with a transportation operation and related career paths, including education, training, skills, and experience required
- investigate the range of the transportation sector operations (air carriers, motor coaches, railways, car rentals, ferries, cruises, taxis) and related occupations

**Cruises**

- investigate the range of cruises, cruise lines, and services that they offer their clientele
- research the range of tourists who purchase cruise vacations
- investigate and report on a particular cruise line and destination (Students should include a customer profile of cruise clientele and the types of services that the cruise offers them; for example, students could focus on Alaskan cruises, Caribbean cruises, Mediterranean cruises)

**Activities Director**

- stage scenarios on how to greet people properly, assess effectively the needs of cruise passengers, create an activity package for a particular type of cruise passenger, and deal with common passenger requests and problems

**Air Carriers**

- investigate types of carriers and the services that they offer their clientele
- investigate and report on a particular air carrier and the type of services it offers its clients (for example, students could research Air Nova, Canada 3000)
- *Flight Attendant:* investigate and practise in scenarios how to greet flight passengers properly and deal with common passenger requests and problems, such as customer complaints

**C: Students will be expected to explore occupations and issues relating to transportation, hospitality, and attractions.**

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**Suggestions for Assessment**

*Students can*

- become “experts” on a particular subject and present their findings and ideas to a larger group or the entire class
- participate in designing criteria for media reports
- focus on one or more transportation operations and related occupations with scenarios, such as an activities director who has been asked to design a day-long excursion tour for a set of passengers or a flight attendant who has a long flight with a number of unhappy children or boisterous passengers
- working in groups or individually, create a chart that identifies the range of transportation operations and related occupations
- create a detailed profile of a transportation operation and related front line occupations through interviews, job shadow, or work placement

Students can prepare a report that focusses on a specific front-line occupation; for example,

*Cruise Activities Director*

- greeting guests
- assessing guests’ needs
- organizing activities for specific types of clientele
- dealing with common customer requests and problems

*Flight Attendant*

- greeting customers
- safety and emergency training
- dealing with common customer requests and problems

**Resources/Notes**

A great deal of information could be covered in this module. The teacher could focus attention on a particular transportation operation. For example, a class could investigate Alaskan cruises: how they were developed, the type of clientele, forms of cruise packages, the main front-line occupations on the cruise lines that offer this vacation, etc. Students could also investigate how other transportation operations are integrated into the Alaskan cruise vacation experience.

The CTHRC has material on occupational standards and career workbooks for a range of transportation sector occupations.

Additional information on the sector can be found in the texts *Snapshots* and *Passport*.

A media/Internet search would be a good way to investigate innovations and changes in a particular transportation operation, for example, the growth of smaller airlines, the growing popularity of luxury train travel, the changing demographics of cruise passengers.

For information on media analysis skills, see Appendix D.

**C: Students will be expected to explore occupations and issues relating to transportation, hospitality, and attractions.**

**Outcomes**

*Students will be expected to*

- C3 demonstrate an understanding of accommodation businesses and services and related occupations and career paths
- C4 identify and critically analyse recent innovations and/or topical issues related to the sector

**Suggestions for Learning and Teaching**

*Students can*

- list all the types of accommodations they can think of and talk about their favourite hotel or the best/worst service they have encountered
- work collaboratively to research the range of types of accommodations and the services they offer, including hotels, resorts, and campgrounds, and report their findings to the class
- identify and report on the range of occupations associated with the sector by working independently to investigate an occupation that interests them (Students could interview professionals in the field or participate in a job shadow.)
- explore scenarios to investigate basic skills and requirements for a front line employee in one or more sector operations; for example, a front desk agent who informs customers that the establishment cannot accommodate them at that time, deals with a range of customer concerns, or accommodates customers with physical challenges
- investigate the variety of hotels, services they offer, and the different types of rooms and rates
- describe the scope of the accommodation sector and related occupations
- investigate one or more occupations associated with the sector and related career path(s), including training, education, skills, and experience required
- role-play a tourism professional in the accommodation sector and present that person's perspectives on a tourism topic to the class

To explore a specific occupation such as front desk agent, students can

- identify reservation procedures (also performed by a sales reservation agent)
- research check-in and check-out procedures and forms of transactions
- discuss some of the more common customer requests and complaints and ways to deal with them in an appropriate manner
- anticipate the challenges of accommodating guests with special needs
- develop scenarios to explore common safety/hazard situations

## C: Students will be expected to explore occupations and issues relating to transportation, hospitality, and attractions.

### Suggestions for Assessment

#### *Teachers can*

- determine students' prior knowledge of the accommodation sector, its scope, and related occupations
- assess students' ability to gather information about the training and experience required of tourism professionals in the sector
- examine students' perceptions and analyses of various sector-related scenarios
- assess the quality of student participation, reactions, and decisions during scenarios

#### *Students can*

- record their ideas about and perceptions of the accommodation sector in a reflective journal
- reflect on their own and their classmates' participation in scenarios
- create a report on safety issues in the accommodation sector, considering topics such as the growing number of women business travellers or the response of some hotel chains to theft, and share the results with the class
- investigate and create a travel report on a specific accommodation business, for example, Keltic Lodge in Cape Breton or the Sheraton in Halifax
- create a chart that identifies the types of accommodations, the services they offer, and related occupations
- demonstrate in scenarios the procedures for taking, cancelling, changing, and denying reservations, focussing on responses that develop customer satisfaction
- enact and analyse scenarios to investigate proper formats for check-in and check-out procedures, forms of transactions (cash, debit, credit, cheques), dealing with common customer requests and complaints, dealing with clients who have special needs such as physical/intellectual challenges, or women and children traveling alone
- enter job shadow/work placement evaluations and journal reflections in an employability portfolio

### Resources/Notes

Teachers can use a similar process to teach other front-line positions. The CTHRC has materials on occupation standards for a range of sector occupations. Teachers may also want to refer to *Student's Travel Map* and *Snapshots*.

It would be helpful to take students on a field trip to a local hotel, country inn, campground, etc., and/or arrange sector appropriate job shadows or work placements.

Teachers may want to focus on an accommodation business in their region.

#### *Concept Development Strategies*

*Think/Pair/Share:* Students reflect on a topic and pair with another student to discuss. Small-group discussions are shared with the class.

*Team Word Webbing:* Students write ideas on a piece of chart paper, webbing ideas, concepts, and supporting elements from a central idea.

For information on co-operative learning, independent research, interviewing, job shadow, and portfolio use, see appendices A and C.

**C: Students will be expected to explore occupations and issues relating to transportation, hospitality, and attractions.**

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**Outcomes**

*Students will be expected to*

- C5 demonstrate an understanding of various types of food and beverage operations, businesses, and services and related occupations and career paths
- C6 investigate recent innovations, changes, and/or topical issues pertaining to the sector

**Suggestions for Learning and Teaching**

*Students can*

- discuss their ideas and beliefs about the sector and the occupations associated with it (For example, the teacher may ask students what businesses fit into this sector and students may talk about service expectations or the types of services that different operations offer to their clientele.)
- focus on the range of businesses associated with the sector, the difference between contract and commercial sector businesses, the positions, and the types of services that various sector businesses provide
- identify the basic skills and requirements of a sector occupation, for example food and beverage server
- review communication skills needed in the workplace
- discuss their ideas about different types of food and beverage businesses and the types of menus they offer their customers (The teacher may start the discussion by asking students about the range of menus that students have encountered in different eating establishments.)
- investigate the variety of cultural cuisines and their importance to the tourism industry
- investigate the importance of knowing a menu, common food allergies, food health and safety regulations, over-serving laws, and procedures for dealing with common customer requests and complaints (Students should engage in activities that allow them to respond to the different scenarios relating to these issues and procedures.)
- identify one or more occupations associated with the sector and their related career paths, including education, training, skills, and experience required

**C: Students will be expected to explore occupations and issues relating to transportation, hospitality, and attractions.**

### Suggestions for Assessment

#### *Students can*

- organize and present their information and ideas on the sector using a variety of graphic organizers such as spider maps, three-step interviews, attribute webs, and jigsaws
- investigate and create, in groups or individually, a chart that classifies different types of food and beverage operations, the services they offer their customers, and related occupations
- present the results of their investigations using a variety of presentation formats

#### *Food and Beverage Server*

To explore a specific occupation such as food and beverage services, students can

- stage and analyse scenarios on the procedures for table settings, taking food and beverage orders, serving food and drink, and removing food and drink
- investigate a specific cultural cuisine in the province and explain its popularity and importance to the sector, for example, investigating how cultural cuisine plays a significant role in the tourism industry from the importance of quality seafood restaurants in seaside communities to the numerous cultural events and activities that are centred predominantly around cuisine

### Resources/Notes

Teachers can use a similar process to teach other front-line positions. The CTHRC has industry standards material for a range of occupations associated with the sector.

Information on the sector can be found in the text *Snapshots*.

Relevant topics include

- table settings
- taking food and beverage orders
- the importance of knowing the menu
- common food allergies
- food health and safety regulations
- over-serving laws
- procedures for serving and removing food and drink
- procedures for dealing with common customer requests and complaints

It would be beneficial to bring in a guest speaker who owns/manages or works at a local restaurant. Students could go on a field trip to a local restaurant and/or participate in a sector-appropriate job shadow or work placement.

Teachers may want to identify certain types of food and beverage businesses and their importance to the local tourist industry, for example, the necessity of high-quality fish and seafood restaurants in areas like Lunenburg, Nova Scotia.

Information on cultural cuisine can be found at Taste of Nova Scotia, [www.tasteofnovascotia.ns.ca](http://www.tasteofnovascotia.ns.ca)

**C: Students will be expected to explore occupations and issues relating to transportation, hospitality, and attractions.**

**Outcomes**

*Students will be expected to*

- C7 identify the scope of the adventure recreation and eco-tourism sector and the businesses and services associated with the sector
- C8 determine how adventure/recreation and eco-tourism have an impact on tourism markets in developing countries and in Nova Scotia

**Suggestions for Learning and Teaching**

*Students can*

- discuss their ideas and beliefs about adventure/recreation and eco-tourism (The teacher may want to start the discussion by showing the class tourism brochures on various forms of tourism packages, such as rock climbing, sports fishing, heli-skiing, or whale watching.)
- research an adventure/recreation tourism operation that is popular in Nova Scotia, such as sea kayaking, hiking, canoeing, golfing, or sports fishing, speculating on the extent of the activity's popularity, the type of tourism professionals involved, and its growth potential
- research and critically analyse the reasons for the rising popularity of adventure/recreation and eco-tourism
- investigate popular international adventure/recreation tours, such as trekking in Nepal
- in a group forum, discuss eco-tourism and its rising prominence and importance within local and global tourism markets (the class may want to revisit some of their ideas from the first class discussion and discuss why growing numbers of people are interested in eco-tourism)
- consider the variety of eco-tourism operations that are currently operating in the province
- discuss ideas about what areas in the world would be good candidates for eco-tourism projects
- working in groups or independently, investigate and create a tourism travel package that highlights an adventure/recreation activity in Nova Scotia, for example, golfing, fly fishing on the Margaree River, sea kayaking on the Eastern Shore
- investigate and report on a popular eco-tourism business in Nova Scotia, for example, whale watching off Digby, or nature trail hiking and camping in Cape Breton

**C: Students will be expected to explore occupations and issues relating to transportation, hospitality, and attractions.**

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**Suggestions for Assessment**

*Students can*

- consider the strengths of their own and their classmates' tour development projects
- participate in developing criteria for evaluating tour development projects
- research topics in pairs and present information to large groups or the entire class
- work in groups to produce a tour project that is presented to the class or another audience
- design an eco-tour for a particular region in the province, for example, marsh exploration on the north shore in Cumberland County, nature hiking in Cape Breton
- research and report on the importance of eco-tourism development in a developing country, such as Ecuador or Brazil
- create an eco-tour for a chosen community in a developing nation, for example, a small Yanomani village on the Amazon River in Ecuador
- research and report on an adventure/recreation or eco-tourism operation, by researching the activity and its popularity, the region(s) where it operates, the type of tourism business that run the tour, and the range of tourism professionals who operate the tours (For example, students could focus on sport fishing off the coast of St. Petersburg, Florida or volcano tours on the Hawaiian Islands.)
- research and design an eco-tour package for a particular community on the Amazon river, investigating the economic benefits and the potential risks to the environment and present tour plans to the class
- working in groups or individually, design and create an eco-tour for a particular region in the province, for example, the marshlands on the north shore in Cumberland County, mountain trails in Cape Breton, or dyke and marshlands in Wolfville

**Resources/Notes**

It would be helpful to invite a guest speaker who owns and/or operates an adventure/recreation tour business or a tourism professional from TIANS or the Nova Scotia Department of Tourism and Culture with a specialty in the field.

The Internet is a source of information on international adventure, recreation, and eco-tours. There are a number of student-centred sites relating to the creation of eco-adventure and recreation tours in Brazil and Ecuador.

It may be useful for teachers to conduct a mini-course or seminar on persuasive selling techniques for students who are creating brochures and sales presentations.

For more information on this sector see texts *Snapshots* and *Passport*.

For a trekking tour of a particular region in Nepal: students might research and report on the history, culture, and geography of the area. The length and type of trekking tour should be predetermined. Students can present their designs in the form of a travel sales presentation (students should try and “sell” their tour package to the class). An additional project could involve students in analysing and creating a report on the impact of growing numbers of tourists on the culture and ecology of the area.



# **Module 4**

## **Travel Trade, Events and Conferences, and Attractions**

Students explore the occupations, related career paths, and the issues in four sectors (travel trade, events and conferences, attractions, and tourism services) in the tourism industry. Through classroom and community-based learning experiences, students develop and practise workplace skills and scenarios commonly associated with the sectors.

**D: Students will be expected to explore occupations and issues relating to travel trade, events and conferences, and attractions.**

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**Outcomes***Students will be expected to*

- D1 demonstrate an understanding of the businesses and operations associated with the travel trade and of related occupations and career paths
- D2 research and critically analyse changes and innovations in the sector

**Suggestions for Learning and Teaching***Students can*

- investigate and create a chart that identifies the travel trade sector and its related frontline occupations
- explore the range of sector operations and related occupations
- identify one or more occupations associated with the sector, including relevant training, education, skills, and experiences; examples of sector operations include the following:
  - *Tour Company*: focus on different forms of tour businesses and the differences between tour operators and wholesalers
  - *Tour Guide*: review communication skills with a special emphasis on public speaking skills; focus on designing a tour, developing a tour script, dealing with common customer requests and concerns
- investigate an historic area in their community and design a walking tour and script, then take the class on the walking tour they have created
- *Travel Agency*: focus on the origin, operation, and types of agencies, investigating, for example, the differences between agencies that focus primarily on business travel and those that cater to vacationers
- discuss the impact of the Internet on the travel trade sector, considering how the Internet is changing the way travel agencies conduct their business
- *Travel Consultant*: focus on how to determine the travel needs of clients; how vacation packages are booked; how basic travel arrangements are booked—flight, train, cruises, buses—and how travel consultants make commissions
- develop and engage in scenarios, using questions to determine the needs of a travel client
- investigate the skills and requirements for booking travel arrangements
- investigate and report on using the Internet to research vacation locations and book travel and accommodations

**D: Students will be expected to explore occupations and issues relating to travel trade, events and conferences, and attractions.**

### Suggestions for Assessment

#### *Teachers can*

- monitor and give feedback on the information-gathering processes used in group and individual activities to determine the scope of the travel trade sector, various sector operations, training, and experiences of tourism professionals in the sector
- comment on journal entries of students' perceptions and analyses of various sector-related scenarios
- continue to give feedback on students' public speaking skills (looking at voice control, confidence in knowledge, and appropriate choice of words) and their participation, reactions, and decisions during scenarios
- help students develop a rubric for evaluating their use of the Internet to access accurate and timely information/services

#### *Students can*

- record their ideas and perceptions of the travel trade sector in a reflective journal
- reflect on their own and their classmates' ideas in developing scenarios
- reflect on their own-their classmates' public-speaking skills
- create a script for an advertisement pitch from their own tour company that includes the participation of all operators within the company
- perform the script as Readers Theatre, dramatic presentation, or accompaniment to an art poster or collage
- videotape or audiotape the presentation for feedback purposes
- research topics in pairs or groups to gather information or develop a project for presentation to the class
- role-play a tourism professional in the travel trade sector to clarify and share perspectives
- enter job shadow/work placement evaluations and journal reflections in an employability portfolio
- evaluate and report on travel information and tourist destination sites on the Internet
- seek a job shadow or work placement in the sector

### Resources/Notes

A walking bus tour of a local historic district, attraction site, or wilderness park helps students see how a tour is organized and operated.

Guest speakers from a tour guide company or travel agency can provide current information on procedures, skills, and requirements for occupations and career paths in their fields.

Given a travel destination, students can use the Internet to find information on basic travel requirements, types of accommodations, types of restaurants (including sample menus), shopping, activities, maps, costs of vacation packages, and sites where travel can be booked.

Students should comment on the reliability of information and the pros and cons of booking travel and accommodation on the Internet.

Teachers should review school and board policy on acceptable use and help students develop criteria for evaluating the Internet information they access.

The CTHRC has material on occupation standards for a range of travel trade occupations. Information on the sector can be found in the texts *Snapshots* and *Passport*.

**D: Students will be expected to explore occupations and issues relating to travel trade, events and conferences, and attractions.**

**Outcomes**

*Students will be expected to*

D3 demonstrate an understanding of the events and conferences sector and related occupations, including potential career paths

**Suggestions for Learning and Teaching**

*Students can*

- discuss their ideas about the different types of events and conferences that have occurred in Nova Scotia (The teacher may want to start off the discussion by asking students what they think was the largest conference/event to be organized in Nova Scotia.)
- investigate the variety of tourism professionals in this sector and their related career paths
- focus on the range of types and sizes of events/conferences, how they are organized, the businesses they incorporate, and the range of revenue they can generate
- research and critically analyse the importance of events and conferences to the tourism market in Nova Scotia
- identify and perform the basic procedures needed to
- co-ordinate an event or conference as part of a project
- interview a tourism professional who works in the events/conference sector
- working in groups or independently, investigate and create a report for a travel magazine on an event/conference that has taken place in the province, researching the size of the event/conference, revenue it generated, businesses that were involved, the extent of organization that occurred to make the event successful, and whether the event/conference is an annual event or was a special one-time occurrence
- working in groups, design and create a detailed plan for an event/conference, either their own idea for an event or a school event such as an awards dinner or a dance, and share results with the class

**D: Students will be expected to explore occupations and issues relating to travel trade, events and conferences, and attractions.**

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### **Suggestions for Assessment**

#### *Teachers can*

- assess students' appreciation of the scope of the events and conference sector
- through an investigation of events and conferences, create the opportunity to assess students' understanding of the importance of the sector to the Nova Scotia tourism industry
- assess students' ability to design, organize, and present a detailed plan or realize an event
- provide feedback on students' research process

#### *Students can*

- reflect on the effectiveness of their research process
- review a range of articles on events/conferences and list the qualities of the articles they consider effective
- use this list to generate the criteria by which their travel magazine reports may be evaluated
- use available technology to enhance their reports
- play a role in designing the criteria for organizing an event
- consider the effectiveness of their own and their peers' event design
- develop an evaluation form or survey for participants to provide feedback on the event/conference

### **Resources/Notes**

When students prepare to interview a tourism professional who works in the sector, they can choose from a broad range of professionals. Students might choose convention/events consultants at hotels as well as local caterers, wedding consultants, community groups that organize local festivals, etc.

The CTHRC has material on occupation standards for a range of sector occupations. Information on the sector can also be found in the texts *Snapshots* and *Passport*.

Organizing a school or community event is a wonderful opportunity for students to showcase their talents and skills. The class could decide to put on a dance, casino night, cultural festival, etc. Assessment for this activity could include surveys sent out to students to provide feedback on the event.

**D: Students will be expected to explore occupations and issues relating to travel trade, events and conferences, and attractions.**

## Outcomes

*Students will be expected to*

D4 describe the scope of the attractions sector and related occupations including potential career paths

## Suggestions for Learning and Teaching

*Students can*

- discuss their ideas and beliefs about the sector and the type of occupations associated with it (The teacher may start the discussion by asking students about some of the most famous attractions throughout the world, including visuals to stimulate discussion.)
- consider the range of attractions, including the following, and their impact on and interaction with other tourism sectors and related occupations:
  - gaming (e.g., casinos)
  - recreation (e.g., theme parks)
  - entertainment (e.g., theatre productions )
  - festivals and events (e.g., community festivals)
  - shopping (e.g., outlet shopping)
  - educational attractions (e.g., museums, interpretive centres)
- determine the elements of successful attractions
- research recent changes and innovations in the sector
- investigate the growing popularity and importance of native and cultural tourism
- focus on the range of attractions in Nova Scotia, their importance to the province's and individual communities' tourism market, and the growth of new attractions
- research and critically analyse the development and popularity of attractions in Nova Scotia
- working in groups, choose an attraction, research the region in which it is located, its importance to the region's tourism market, the popularity of the attraction, the type of tourists it attracts, the type of occupations associated with it, and other tourism sector operations/businesses that benefit from the attraction and share findings with the class (Students can choose from a wide range of attractions throughout the world, such as Las Vegas casinos, Disney World in Florida, Broadway theatre and musical productions, Mardi Gras in New Orleans, the West Edmonton Mall, Metropolitan Museum of Art in New York.)

**D: Students will be expected to explore occupations and issues relating to travel trade, events and conferences, and attractions.**

### Suggestions for Assessment

#### *Students can*

- investigate using a media search (newspapers, magazines, industry publications, television, radio, Internet) and report on recent changes and innovations to a particular attraction, for example, the growing popularity of virtual reality theme parks, roller coaster theme parks, culture-and issue- based interpretive centres, and museums (Holocaust Museum in New York, black heritage centres), and share information with the class
- working collaboratively or individually, create a tourism package for an Aboriginal community in Canada, by researching the different types of native tourism packages that have been developed over the past few years, choosing an Aboriginal community and researching its history, culture, traditions, spiritual beliefs, etc., and creating tour plans that reflect the culture and beliefs of the community and serve to educate the public; tourism packages can be shared with the class.
- working collaboratively or individually, research and report on innovations and/or changes to the province's tourism market, by investigating the growth of certain attractions, festivals, agri-tourism, etc.
- working in groups or individually, research and report on a Nova Scotia tourism attraction, looking at the attraction's development, the community in which the attraction is located, the popularity of the attraction, the importance of the attraction to the local tourist market, the type of tourists it attracts, etc., and also suggest improvements to the attraction site

#### *Teachers can*

- observe and provide feedback on students' use of technology in conducting their research, creating materials for tourism packages, and presenting their reports
- work with students to develop the criteria by which their projects and presentations will be evaluated

### Resources/Notes

The Internet is a very useful resource for advertisements of attraction sites, tourism reviews and articles that critique sites, and attraction tour packages around the world.

The CTHRC has material on occupational standards for the sector. Information on the sector can also be found in the texts *Snapshots* and *Passport* and in the growing number of industry-related magazines.

When investigating native tourism, students should consider the growing number of native tour packages throughout North America. There is a great deal of information about this type of tour on the Internet.

Agri-tourism is defined as farm-based accommodations, meals, activities, festivals/events, attractions, and retail opportunities.

Community tourism associations, TIANS, and the Nova Scotia Department of Tourism and Culture are useful resource bases for researching attractions in Nova Scotia. The current editions of the province's *Doers and Dreamers Guide* is an excellent source for information on Nova Scotia attractions.

Assessment of presentation skills might include

- body language
- voice and projection
- opening comments
- use of visuals
- closing
- organization

**D: Students will be expected to explore occupations and issues relating to travel trade, events and conferences, and attractions.**

**Outcomes**

*Students will be expected to*

D5 describe the scope of the tourism services sector and related occupations, including potential career paths

**Suggestions for Learning and Teaching**

*Students can*

- discuss their ideas and beliefs about the sector and related occupations (The teacher may want to start the discussion by showing students a selection of vacation guides from across the country and asking them about who produces these materials, why, and for whom these materials are produced.)
- design activities to facilitate students’ understanding of the different services, agencies, and occupations associated with the sector, including
  - reservation services
  - advertising agencies
  - trade press
  - market research and projections
  - tourism educators
- focus on the basic skills and requirements of a specific occupation, for example, a reservation sales agent
  - the reservation sales agent as a region’s tourism ambassador
  - the importance of telephone etiquette skills
  - ways to provide tourism information
  - ways to respond to information requests
  - the importance of knowing the products and services
  - ways to deal with common customer requests and concerns
- explore the range of industry-related publications and their importance to the industry
- determine the importance of advertising to the industry

Teachers may coach students on the elements of different forms of advertising, such as print, television, radio, Internet, or invite an industry professional to talk to students on this topic.



**D: Students will be expected to explore occupations and issues relating to travel trade, events and conferences, and attractions.**

### Suggestions for Assessment

*Teachers can assess students'*

- prior knowledge of the sector
- ability to determine the role and importance of tourism service operations
- ability to identify and initiate various forms of communication, such as non-verbal, verbal, oral, and auditory
- telephone etiquette skills, looking at such things as voice control, confidence in knowledge, appropriate choice of words, and recording of information
- ability to design tourism advertisements, looking at research, organizational skills, level of creativity, originality, and effectiveness of the advertisement

*Sample Assessment Tasks*

- Investigate and then practise in scenarios the procedures for answering a telephone, responding to information requests, and providing tourism information, as well as booking, changing, and cancelling reservations. Responses to the scenarios should be discussed in class.
- Investigate and report on the importance of the reservation sales agent as a tourism ambassador for a region, knowing products, services, and appropriate responses to customer requests and concerns. Students should engage in assignments that allow them to respond to different scenarios relating to these topics and procedures. These can be done as individual assignments, group work, or scenarios.
- Research and write an article for an industry publication. Students could choose from a range of topics such as, developing the *Titanic* tourism market in Nova Scotia or the growth of the film industry in Nova Scotia and its impact on the tourism industry. An alternative to this assignment is a literature search. Students could be given a topic and asked to access and evaluate information sources.
- Investigate the elements of travel and tourism advertising and create an advertisement for a tourist attraction, site, vacation excursion, etc., for Nova Scotia. Students could choose the medium for the advertisement, e.g., print, radio, film, Internet.

### Resources/Notes

Useful resource material for teaching about the skills and requirements of a tourism professional in this sector are the CTHRC standards manuals.

Information on the sector can also be found in the text *Snapshots*.

Students could benefit from guest speakers from the sector.

It may be helpful to conduct a class session on the media and advertising. Teachers could bring guest speakers from the industries and/or teaching colleagues with backgrounds in art and broadcasting.

Information on world heritage sites is available from United Nations Educational, Scientific and Cultural Organization (UNESCO) at [www.education.unesco.org/asp](http://www.education.unesco.org/asp)

# **Module 5**

## **The Future of Tourism and Tourism Planning**

Students explore issues involved in tourism planning and develop plans that consider trends, advantages, and disadvantages arising from economic, social, and environmental factors. Through project work, students also examine career opportunities in the field.

**E: Students will be expected to explore current trends in and potential growth avenues of the tourism industry including principles of tourism planning and development.**

**Outcomes**

*Students will be expected to*

- E1 demonstrate an understanding of tourism growth factors
- E2 investigate world problems that could potentially have an impact on the tourism industry

**Suggestions for Learning and Teaching**

*Students can*

- discuss their ideas and beliefs about tourism growth factors, including what they see for the future of tourism in their own community
- investigate tourism growth factors, including such areas as technology, changes in education and tourists’ knowledge base, access to disposable income, cost of travel, modern views of stress management, access to leisure time, currency fluctuation
- research potential changes in each of the eight sectors of the tourism industry
- brainstorm global issues that could potentially have an impact on the tourism industry, including, for example, pollution, political stability/instability, availability of energy sources, crime, terrorism, currency rates, disease, changes in demographics, and work schedules

*Concept Development Strategy: Future Wheel*

This activity allows students to consider the chain of events that could occur as a result of the change of one factor. Students are asked to identify primary, secondary, and tertiary changes that could evolve from an alteration to a scenario or the introduction of a new factor. An example of this process could find students pondering the impact that scarcity of oil could have on the tourism industry and considering immediate changes such as a rise in the cost of air travel, a decrease in the number of foreign travellers entering Canada, the potential loss to various sectors of the tourism industry in the country, and related effects on the economy.

**E: Students will be expected to explore current trends in and potential growth avenues of the tourism industry including principles of tourism planning and development.**

### Suggestions for Assessment

#### *Sample Assessment Tasks*

- Working in groups or individually, students could research a tourism growth factor and present in the findings to the class. Students could choose a tourism business and/or service in their community and identify how a particular factor could influence it in the future.
- Working in groups or individually, students could research and present information on a global issue that could potentially impact the tourism industry. Students could investigate topics such as the rise in child prostitution in Thailand and its impact on the country's tourism industry or the impact of terrorism on certain tourism destinations. Students could present their findings in a round-table discussion.

### Resources/Notes

See texts *Passport* and *Snapshots* for information on the factors influencing the future of the tourism industry.

Topics to investigate pertaining to changes in the tourism industry might include the following:

- accommodations—growth of all-inclusive resorts
- growth of child-friendly hotels
- adventure and the growth of learning vacations
- recreation cultural tourism, aboriginal tourism
- attractions—increased popularity of parks and protected areas
- events and conferences—increased importance of convention and conferences—visitor bureau services
- food and beverage—increased availability of a wider selection of food products
- transportation—potential for growth in air travel—creation of niche rail excursion lines
- travel trade—use of the Internet and electronic ticketing with travel agencies
- tourism services—increased importance of training and education of tourism professionals

The Internet is an excellent source of additional information on these topics.

**E: Students will be expected to explore current trends in and potential growth avenues of the tourism industry including principles of tourism planning and development.**

**Outcomes**

*Students will be expected to*

- E3 identify the basic elements of tourism planning
- E4 demonstrate an understanding of the importance of tourism planning

**Suggestions for Learning and Teaching**

Elements of tourism planning include the following:

- market analysis
- site assessment
- financial studies
- environmental impact studies
- social impact studies

*Students can*

- brainstorm factors that play a role in making tourism development successful
- discuss what sort of planning would have to be completed before a tourism business or service were initiated

Students can investigate the advantages of tourism planning, such as the following:

- long-term growth strategies that help improve the economy and protect the environment
- the introduction of new products that will satisfy the tourist market
- the improvement of services and attraction for tourists
- an increase in the number of tourists visiting a region

Students can consider the consequences of tourism development without adequate planning, such as the following:

- economic decline of communities and job-displacement
- cultural disruption
- destruction of the natural environment
- pollution

**E: Students will be expected to explore current trends in and potential growth avenues of the tourism industry including principles of tourism planning and development.**

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### **Suggestions for Assessment**

#### *Sample Assessment Tasks*

- Working in groups or individually, students can examine case studies of areas that have had tourism planning and areas that have not. Students could investigate a tourist site that has suffered from poor planning such as Yellowstone National Park (overcrowding and pollution have caused some of the park's attractions to be closed) and compare it to Canada's well-planned park system. Students identify and present their findings on the differences between planned tourist areas and unplanned ones. Students might focus on differences pertaining to economic success, environmental protection and destruction, the development of other related industries, etc.
- Working in groups or individually, students examine a map of a region and relevant details of the area such as demographics, ecologically sensitive land areas, and the infrastructure of the area. Students consider the type of tourism development that would be suitable to the area. Students design a planning process that describes all of the studies and issues that would have to be considered for a potential development. Students present their findings to the class or another audience.
- Students can write a reflective journal entry on the importance of tourism planning.

### **Resources/Notes**

Tourism planning and development is a relatively new field in the study of the industry. Shortly after the boom years following World War II, social economists and tourism professionals became aware of the need to balance tourism development with environmental-concerns and social values.

See resource list for materials that offer case studies of tourism plans.

This unit offers an opportunity for students to research the impact of tourism planning and development on their own communities.

**E: Students will be expected to explore current trends in and potential growth avenues of the tourism industry including principles of tourism planning and development.**

## Outcomes

*Students will be expected to*

E5 research and critically analyse the impact of tourism development

## Suggestions for Learning and Teaching

Students can discuss their ideas and beliefs about the impact of tourism development in their own community. The teacher may start off the discussion by asking students about some of the newest developments in their area or in the province and their impact on the economy, environment, etc.

Students can investigate the advantages of tourism development, such as ways tourism development

- provides employment
- generates supply of foreign currency
- increases incomes
- stimulates local commerce and industry
- promotes environmental protection
- helps to diversify the economy
- creates a positive image for the area
- provides attractions and facilities that the local population can enjoy

Students can consider the disadvantages of tourism development, such as ways in which it

- diverts funds from more promising economic developments
- creates social problems
- destroys the natural environment
- destroys the cultural environment
- raises the prices of local goods and services

*Students can*

- investigate the impact and importance of tourism in economically disadvantaged regions
- investigate the significance of tourism development in ecologically sensitive locations
- research a topic in pairs and present information to the class

**E: Students will be expected to explore current trends in and potential growth avenues of the tourism industry including principles of tourism planning and development.**

### **Suggestions for Assessment**

#### *Sample Assessment Tasks*

- Working in groups or individually, students could investigate and report on the impact of a tourist development on a particular community. Students could focus on local, provincial, national, or international developments. Examples of tourism development projects include casinos in Las Vegas; Banff National Park in Alberta; Fortress Louisbourg in Cape Breton. Students should investigate both the positive and negative impacts of the development upon the community.
- Working collaboratively or independently, students could investigate and report on the significance of tourism development in an economically disadvantaged region, for example, eco-tourism development in the Amazonian communities of Brazil and Ecuador, resort development in the Caribbean, or trekking adventure tours in Nepal. Students should identify the role these regions play in their tourism ventures and the impact of the industry on the cultural values, social norms, economic situation. Findings could be presented to the class or another audience.
- Working in groups or individually, students could investigate and report on the impact of tourist development on an ecologically sensitive location, for example, the Amazonian communities in Brazil and Ecuador, whale watching on the south shore of Nova Scotia, hiking and camping in northern Quebec. Students should identify the disadvantages of tourism in these types of areas as well as the protectionist factors that the tourism industry can bring to ecologically fragile locations.

### **Resources/Notes**

It may be helpful to invite a guest speaker with experience in tourism development in the province.

See appendices for

- chart on Selected Structures of
- Co-operative Learning Strategies and Assessment
- sample rubrics on group work, independent study, research reports, and public speaking
- co-operative learning, independent research, case studies, and oral presentation skills

See the texts *Snapshots* and *Passports* for information on tourism planning and development.



**E: Students will be expected to explore current trends in and potential growth avenues of the tourism industry including principles of tourism planning and development.**

**Outcomes**

*Students will be expected to*

- 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

**Suggestions for Learning and Teaching**

Students can brainstorm and discuss different types of occupations associated with tourism planning and development such as the following:

- planners
- market researchers
- architects
- engineers
- interior designers
- landscape architects
- sociologists
- anthropologists

Students can research one or more occupations and their roles in development of tourism projects. Students might interview someone with the selected occupation or participate in a job shadow to gain an understanding of a particular career in this field. A work placement might be organized if a student expresses particular interest in a specific career field.

Possible topics for investigations into trends, issues, and innovations include the following:

- rising environmental concerns
- the increase in popularity of cultural tourism
- the importance of tourism to economically depressed regions
- seasonality of tourism
- reaction of communities to tourism development
- tourism illiteracy—problem of people not understanding the industry

**E: Students will be expected to explore current trends in and potential growth avenues of the tourism industry including principles of tourism planning and development.**

### Suggestions for Assessment

*Students can*

- create a chart outlining different occupations associated with planning and development
- present reports on an occupation associated with tourism planning and development
- create multimedia presentations on trends, issues, and innovations in tourism planning and development

In evaluating students' research processes and products, teachers can consider the extent to which students

- access information efficiently and effectively
- evaluate information critically and competently
- use information accurately and creatively

In reflecting on their research, students can assess how well they

- frame questions that will lead to the information they need
- apply strategies for locating information
- assess the accuracy, validity, relevance, completeness, and impartiality of information
- consider the ways different points of view can influence the facts and opinions presented in controversial issues
- organize information to make sense of it and to present it effectively to others
- select appropriate formats for presenting information and ideas, considering the needs of their audience

### Resources/Notes

Information on tourism development projects in ecologically sensitive and ecologically disadvantaged locations can be found on the Internet. A search using ecology or environment will reveal many sites.

Students can also use industry publications and media sources for additional information on tourism development.

See Appendices for sample rubrics on group work, independent study, research reports, and public speaking. See Appendices for chart on Selected Structures of Co-operative Learning Strategies and Assessment.

This module provides an excellent opportunity for students to discover a number of occupations that they would not normally have associated with the tourism industry.

It may be helpful to students if guest speakers representing any one of the occupations were invited to talk to the class.

# Contexts for Learning and Teaching

## The Learning Context

### Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

**1. Learning is a process of actively constructing knowledge.**

*Therefore, teachers and administrators have a responsibility to*

- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, drama, artistic representation and writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

**2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.**

*Therefore, teachers and administrators have a responsibility to*

- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identities

**3. Learning is enhanced when it takes place in a social and collaborative environment.**

*Therefore, teachers and administrators have a responsibility to*

- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

**4. Students need to continue to view learning as an integrated whole.**

*Therefore, teachers and administrators have a responsibility to*

- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

**5. Learners must see themselves as capable and successful.**

*Therefore, teachers and administrators have a responsibility to*

- communicate high expectations of achievement to all students
- encourage risk taking in learning
- value experimentation
- ensure that all students experience genuine success on a regular basis
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

## 6. Learners have different ways of knowing and representing knowledge.

*Therefore, teachers and administrators have a responsibility to*

- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms—music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

## 7. Reflection is an integral part of learning.

*Therefore, teachers and administrators have a responsibility to*

- challenge their own beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their own learning processes and experiences
- encourage students to acknowledge and articulate their own learnings
- help students use their own reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

## A Variety of Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, in *Frames of Mind* (1983), identifies eight broad frames of mind or intelligences. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas, but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

The ways in which students receive and process information and interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the context, just as most teachers have a preferred teaching style, depending on the context. By reflecting on their own styles and preferences in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially students for whom the range of ways of learning is limited

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and to recognize that others may learn differently
- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning, for example, environmental, emotional, sociological, cultural, and physical factors
- a time frame appropriate for their individual learning needs within which to complete their work

More information may be found in Appendix F: Learning Styles.

## The Senior High School Learning Environment

### Creating Community

To establish the supportive environment that characterizes a community of learners, teachers need to demonstrate that they value all learners, illustrating how diversity enhances the learning experiences of all students, for example, by emphasizing courtesy in the classroom through greeting students by name, thanking them for answers, and inviting, rather than demanding participation. Students could also be encouraged to share interests, experiences, and expertise with one another.

Students must know one another in order to take learning risks, make good decisions about their learning, and build peer partnerships for tutoring, sharing, co-operative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity, as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers should

- encourage comments from all students during whole-class discussion, demonstrating confidence in and respect for their ideas
- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- encourage questions, probing but never assuming prior knowledge

- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and during conferences with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

## **Engaging All Students**

A supportive environment is important for all learners and is especially important in encouraging disengaged or underachieving learners.

Tourism 11 provides new opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not been realized, or whose learning has been interrupted. These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

Students need to engage fully in learning experiences that

- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement
- include opportunities for teachers and others to request and receive clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

It is important that teachers design learning experiences that provide a balance between challenge and success, and between support and autonomy.



All students benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:

- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-to-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring

## Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensure that all students have equitable opportunities to reach their potential.

Teachers must adapt learning contexts—including environment, strategies for learning, and strategies for assessment—to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs.

In recognizing and valuing the diversity of students, teachers should consider ways to

- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions that are supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and utilize strategies and resources that respond to the range of students' learning styles and preferences
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning

- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

When these changes are not sufficient for a student to meet designated outcomes, an individual program plan is required. For more detailed information, see *Special Education Policy Manual* (1996), Policy 2.6.

In a supportive learning environment, all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available.

All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping. Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with Tourism 11 in the classroom, in the community, and in the media. Teachers should look for opportunities to

- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all their interactions with students
- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choices in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enrich their lives and their culture.

The curriculum outcomes designed for Tourism 11 provide a framework for a range of learning experiences for all students.

A range of learning experiences, teaching and learning strategies, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

In order to provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts that emphasize experimentation, inquiry, and critical and personal perspectives. In these contexts, teachers should work with students to identify and obtain access to appropriate resources.

**Health and Safety**

Activities in shop, laboratory, or workplace settings should include an element of safety education. Teachers should plan learning experiences with a specific safety focus and also embed safe practices in classroom procedures and routines so that students may acquire

- a strong orientation toward both personal and group safety
- an awareness of potential safety hazards at school and in the workplace
- a knowledge of safety procedures and safe work habits
- a knowledge of emergency procedures
- the ability to design and maintain safe work areas

**Learning beyond the Classroom**

Tourism 11 offers many opportunities for students to extend learning beyond the classroom. Alternative settings provide students with opportunities to connect their learning to tangible, practical purposes, their future education and career plans, and the world beyond the high school setting.

Teachers may choose to organize learning experiences that include workplace settings for some or all students. Learning experiences may include

- practices and procedures that encourage students to use technology properly and with care
- activities with mentors
- classroom visits from workplace experts and industry professionals
- field trips to local business, industry, and community sites
- a focus on career exploration through job shadowing
- work placements that extend and reinforce learning
- entrepreneurship-related projects
- community and service learning projects
- use of Internet listserv, newsgroup, bulletin board, and on-line conversations

It is important that administrators and teachers work to establish mutually beneficial relationships with businesses, organizations, and industries in the community. Class or group field trips are an effective way to initiate the contact. In organizing field trips, teachers should

- visit the facility beforehand to identify potential safety issues, establish a relationship with personnel, and clarify the purposes of the trip
- work with students to articulate clear expectations for learning during the field trip experience
- schedule field trips to complement preceding and subsequent classroom learning experiences
- ensure that the field trip complies with their board's guidelines and policies
- establish class practices and procedures that promote positive and ongoing community relationships

### *Community-Based Learning in Tourism 11*

Community-based learning provides opportunities for students to apply and extend the skills, knowledge, and concepts introduced in the Tourism 11 classroom. Each module includes opportunities for teachers and students to extend learning beyond the classroom.

The links among the classroom, community, and work environment can be made through a range of learning experiences, including field trips, job shadows (a one-day observation that provides insights into potential careers), work experience (students participate in work activities in an exploratory manner), and guest speakers.

### *Work Experience*

A work placement within the tourism industry provides the opportunity for learning experiences that cannot easily be found within the classroom. By participating in a work placement experience, students have opportunities to

- apply knowledge and skills developed in the classroom
- practise decision-making and communication skills
- have access to expertise, equipment, and technology not available in the classroom
- develop a positive attitude towards work, learning, and their own potential
- learn more about the industry and labour market

A work experience placement must be preceded by pre-placement planning. Learning experiences with a focus on résumé preparation, job interview skills, personal presentation strategies, interpersonal communication skills, and basic knowledge of workplace equipment and technology will help to facilitate the transition from the classroom to the workplace.

It is important that teachers include supervision, assessment, and evaluation components in the workplace experience. Teachers, employers, and students should work together to develop criteria that clearly identify expectations, forms of assessment, and means of evaluation. Upon completion of a work placement, students need opportunities to reflect on and evaluate their experience.

## **Community Links and Partnerships**

When schools build links and partnerships with their communities, the benefits to students, businesses, and industry are substantial. The extension of the classroom allows for a wider range of experiences for students and creates opportunities for community members to participate in the learning experiences of its young citizens.

Organizations, events, and businesses that provide useful linkages to the classroom include

- tourism and business guest speakers
- volunteer organizations (Rotary, Lions Club, hospital auxiliaries)
- field trips to tourism businesses, sites, and attractions (restaurants, provincial parks)
- tourism service centres (field trips, guest speakers)
- regional, provincial, or national sport competitions
- festivals and fairs
- conventions and conferences
- air shows, boat races, and fishing competitions
- college/university career fairs
- student-organized/sponsored events
- parent night in schools

## The Role of Technology

### Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated the following five components to the learning outcomes framework for the integration of information technologies (IT) within curriculum programs:

1. **Basic Operations and Concepts:** Concepts and skills associated with the safe, efficient operation of a range of information technologies.
2. **Productivity Tools and Software:** The efficient selection and use of IT to perform tasks such as
  - the exploration of ideas
  - data collection
  - data manipulation, including the discovery of patterns and relationships
  - problem solving
  - the representation of learning
3. **Communications Technology:** The use of specific, interactive technologies that support collaboration and sharing through communication.
4. **Research, Problem Solving, and Decision Making:** The organization, reasoning, and evaluation by which students rationalize their use of IT.
5. **Social, Ethical, and Human Issues:** That understanding associated with the use of IT that encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning.

### Integrating Information and Communication Technologies within the Classroom

As information technologies shift the ways in which society accesses, communicates, and transfers information and ideas, they inevitably change the ways in which students learn.

Students must be prepared to deal with an information and communications environment characterized by continuous, rapid change, an exponential growth of information, and expanding opportunities to interact and interconnect with others in a global context.

Because technologies are constantly and rapidly evolving, it is important that teachers make careful decisions about applications, always in relation to the extent to which technology applications help students to achieve the curriculum outcomes.

Technology can support learning for the following specific purposes.

### *Inquiry*

*Theory Building:* Students can develop ideas, plan projects, track the results of growth in their understanding; develop dynamic, detailed outlines, and develop models to test their understanding using software and hardware for modelling, simulation, representation, integration, and planning.

*Data Access:* Students can search for and access documents, multimedia events, simulations, and conversations through hypertext/hypermedia software and digital, CD-ROM, and Internet libraries and databases.

*Data Collection:* Students can create, obtain, and organize information in a range of forms, using sensing, scanning, image and sound recording and editing technology, data bases, spreadsheets, survey software, and Internet search software.

*Data Analysis:* Students can organize, transform, analyse, and synthesize information and ideas using spreadsheets, simulation, statistical analysis, or graphing software, and image-processing technology.

### *Communication*

*Media Communication:* Students can create, edit, and publish, present, or post documents, presentations, multimedia events, Web pages, simulations, models, and interactive learning programs, using word processing, publishing, presentation, Web-page development, and hypertext software.

*Interaction/Collaboration:* Students can share information, ideas, interests, concerns, and questions with others through e-mail; Internet audio, video, and print conferences; information servers; Internet news groups and listservs; and student-created hypertext environments.

*Teaching and Learning:* Students can acquire, refine, and communicate ideas, information, and skills using tutoring systems and software, instructional simulations, drill and practice software, and telementoring systems.



*Construction*

Students can explore ideas and create simulations, models, and products using sensor and control systems, robotics, computer-aided design, artificial intelligence, mathematical and scientific modelling, graphing, and charting software.

*Expression*

Students can shape the creative expression of their ideas, feelings, insights, and understandings using graphic software; music-making, composing, editing, and synthesizing technology; interactive video and hyper media, animation software; multimedia composing technology; sound and light control systems and software; and video and audio-recording and editing technology.

**The Role of Technology in Tourism 11**

Experience with a range of technology applications is a necessary element for success in the worlds of work and higher education. Technology, in various forms, is vital to the tourism industry. Key technologies include basic office and retail equipment as well as personal computers, telecommunication equipment, video and laser disc, and CD-ROM equipment. The industry also utilizes various forms of software essential to a range of sector operations (e.g., reservation systems, airline booking software).

Computers and other forms of technology provide access to a broad range of information sources, such as news services, media files, image libraries, and the Internet, that are vital to students entering a growth industry such as tourism. Technology-related experiences build students' critical-thinking, problem-solving, and decision-making skills by providing opportunities to explore work-based simulations and methods for researching, processing, and presenting information.

The application of computer-based instruction can encompass a broad range of learning scenarios, including one one-one instruction, independent study, and co-operative group activities. Computer/technology-based learning can be used as part of a unit of study, or it can function as the primary means of accomplishing learning outcomes.

# Assessing and Evaluating Student Learning

## Using a Variety of Assessment Strategies

**Assessment:** the systematic process of gathering information on student learning.

**Evaluation:** the process of analysing, reflecting upon, and summarizing assessment information and making judgments or decisions based upon the information gathered.

The principles of assessment and evaluation articulated in the document *Public School Programs* should be used as the basis of assessment and evaluation policies, procedures, and practices.

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what learning they value. For example, teachers can communicate that they value risk taking or lateral thinking by including these elements in determining marks.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do that is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align assessment and evaluation practices with student-centred learning practices when they

- design assessment and evaluation tasks that help students make judgments about their own learning and performance
- provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- individualize assessment and evaluation tasks to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and evaluated and how it will be assessed and evaluated
- provide students with regular, specific, frequent, and consistent feedback on their learning

Assessment activities, tasks, and strategies include, for example,

- anecdotal records
- artifacts
- audiotapes
- certifications
- checklists
- conferences
- demonstrations
- dramatizations
- exhibitions
- interviews (structured or informal)
- inventories
- investigations
- learning logs or journals
- media products
- observations
- peer assessments
- performance tasks
- portfolios
- presentations
- projects
- rating scales
- reports
- questioning
- questionnaires
- quizzes, tests, examinations
- reviews of performance
- self-assessments
- sorting scales (rubrics)
- surveys
- videotapes
- work samples
- written assignments

## **Involving Students in the Assessment Process**

When students are aware of the outcomes for which they are responsible and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, are able to do, and value.

It is important that students need to learn how to participate actively in the assessment and evaluation of their learning, developing their own criteria and learning to judge a range of qualities in their work. Students should have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress, rather than relying on external measures, such as marks, to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking, What does the teacher want, students need to ask questions such as, What have I learned? What can I do now that I couldn't do before? What do I need to learn next?

Effective assessment practices provide opportunities for students to

- reflect on their progress toward achievement of learning outcomes
- assess and evaluate their learning
- set goals for future learning

## Diverse Learning Styles and Needs

Teachers should develop assessment practices that affirm and accommodate students' cultural and linguistic diversities. Teachers should consider patterns of social interaction; diverse learning styles; and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes. Student performance takes place not only in a learning context, but in a social and cultural context as well.

Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning.

Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms, students with special needs have opportunities to demonstrate their learning in their own way, using media that accommodate their needs, and at their own pace.

## Portfolios

A major feature of assessment and evaluation in Tourism 11 is the use of portfolios. A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievement.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating the portfolio. Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for the student who needs significant support. Teachers should place notes and work samples from informal assessment in the portfolio and use the portfolio to collaborate with the student in identifying strengths and needs, selecting learning experiences and work that best reflects the student's progress toward achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding.

Outlines and other evidence of planning, along with multiple revisions, allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A high school portfolio can be very helpful when students need to demonstrate their achievements to potential employers or admission offices at post-secondary institutions.

See Appendix C for more information about portfolios.

## Tests and Examinations

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom to assess learning of a higher order than recall of information, for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve responding to a text or solving a problem, for example, students might work collaboratively to clarify and define the task and then work either collaboratively or individually to develop an answer. Students might be given a range of questions, issues, or problems, and work collaboratively to clarify their understanding of the assignments and plan responses to prepare for the examination in which only one of the questions, issues, or problems will be assigned. The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate knowledge and skills and to apply strategies at multiple stages in learning processes: for example, in creating texts; responding to texts or issues; solving problems; or gathering, evaluating, and synthesizing information.

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps, during several class periods, over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

## **Certification**

Some students will need to demonstrate their learning through entrance tests and examinations or to obtain or upgrade a certification. Replicating this type of assessment in the classroom can help students prepare for the conditions and assessment formats they may encounter in workplace and post-secondary situations.

To make this kind of assessment an effective learning experience, teachers should define a specific context and purpose, for example, the operation of a device, the identification of materials labels, or the demonstration of a technique or procedure.

## **Effective Assessment and Evaluation Practices**

Effective assessment improves the quality of learning and teaching. It can help students become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes on which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievement.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices

- are fair in terms of the student's background or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- focus on what students can do rather than on what they cannot do
- provide students with relevant, supportive feedback that helps them shape their learning
- describe students' progress toward learning outcomes
- help them make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes
- encourage students to reflect on their learning and to articulate personal learning plans
- help them make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- accommodate multiple responses and a range of tasks and resources
- include students in developing, interpreting, and reporting on assessment

# **APPENDICES**



## Appendix A: Examples of Instructional Strategies and Approaches

Teachers recognize that an effective learning environment is one in which students interact with each other co-operatively, construct meaning, and confirm understanding through conversation. Such a learning environment is dynamic. It is one in which teachers guide students in searching for meaning, acknowledging and valuing uncertainty, and assuming a large measure of responsibility for their own learning. Particular strategies and approaches have been developed that foster such a climate. Brief descriptions of a number of these follow.

### Group Discussion

#### *Turn to Your Partner and (TTYPA)*

This strategy is used frequently in interactive classrooms. As a concept or idea is presented to the class, students are asked to turn to a partner and talk about it. Students explore personal connections to the topic under discussion. By articulating ideas to each other, students enhance their learning. These short interactions are followed by a transition to a small-group or full-group discussion.

#### *Think/Pair/Share*

In the think/pair/share design of co-operative interaction, a teacher's question is deliberately followed by 3 to 10 seconds of silence, called "wait time" by its original researcher, Mary Budd Rowe. After giving students sufficient wait time to think through a question and make some personal connections, the teacher asks the members of the pairs to share their thinking with each other. As students share their ideas, each partner can benefit from the other's perspective. Partners examine their statements, searching for examples and clarifying their thinking. The teacher may ask the partners to synthesize their ideas into one.

#### *Triads: Observer Feedback*

In this strategy, partner work is complemented by a third role, that of an observer. While partners engage in the learning task, the observer outside the interaction records observable behaviours and later provides feedback to the pair.

*Triads: Three-Step Interview*

Students work in triads. Each group member assumes, in turn, one of three different roles: interviewer, interviewee, or recorder. Usually, the teacher provides a number of open-ended interview questions and a form for recording responses. Though the initial questions are pre-established, interviewers are encouraged to use their own questions to prompt and probe.

*Triads: Carousel Activity*

In this activity, students have the opportunity to develop a collective knowledge base and respond to one another's ideas and opinions. Open-ended questions are written on pieces of chart paper. The questions are placed in accessible locations around the classroom, and student triads move in rotation to these sites. They record their knowledge and/or viewpoints and respond to the ideas of prior groups. Triads may prepare for this activity in a variety of ways (e.g., by reading related material or watching a video). Through full-class critical dialogue, students review their ideas and opinions.

*Co-operative Learning in Groups*

Co-operative learning occurs when students work together in groups of three to five to accomplish shared goals. The co-operative groups work on a particular task. Participants work over a period of days or weeks on a shared assignment. The co-operative "base group," heterogeneous in nature, may be in place for a long term, possibly the duration of the course. Its members help, encourage, and support one another over the long term. Formal co-operative learning groups may work together for several weeks to complete specific tasks and assignments. Informal co-operative learning groups are temporary, ad hoc groups that work together for a few minutes or a single class period to process information through, for example, three-to five-minute focussed discussions or two-to three-minute turn-to-your-partner discussions. Key elements for co-operative groups include positive independence, individual accountability, group processing, social skills, and face-to-face interactions. Assigned roles may include timekeeper and recorder.

### *Jigsaw Activity*

This activity involves students in learning and teaching. In essence, individual students become familiar with a portion of an assigned task and “teach” the selected material or skill to a small group of their peers. Two types of groupings are involved: base and expert. Each member of the base group selects or is assigned a different portion of the task (e.g., one aspect of curriculum content).

Students with the same materials meet as an expert group, review their task, and decide what to teach and how to teach it. Students then return to their base groups and provide a series of mini-lessons as each student shares his/her information and knowledge. To perform the jigsaw effectively, students need explicit instructions on how to select and share information.

### *Red Tag Technique*

This technique is designed to encourage some level of participation from all students and to ensure that individual students do not monopolize group discussions. Each member of the group is given four red tags (the teacher may vary this number). Each time a member makes a contribution, he/she must discard one tag. The group cannot finish the discussions until all the participants have used up their red tags. A student asking a question for clarification does not have to discard a tag. Teachers may wish to have students practise this technique on a topic that generates vigorous discussion such as “gender issues in the hospitality sector.”

### *Community Circle*

A circle provides a supportive setting for a sharing of ideas. In the circle, one person is the speaker. All other group members should listen carefully and respectfully to the speaker. When finished, the speaker turns to the student beside him/her and that student becomes the speaker. This procedure is followed until all students have had an opportunity to speak. Students may pass if they do not wish to speak at that time. This activity is effective in allowing students to share their feelings and ideas. Initially, the teacher may have to take an active role to ensure that individual students in the circle speak in turn and that other students listen carefully. Often a decorated talking stick or South American rain stick is helpful in focussing both speakers and listeners.

## Other Strategies

### *Oral Presentation*

Oral presentations are a means by which students communicate ideas, concepts, stories, and research findings to their peers. Oral presentations are important in this course as they allow students to practise and enhance communication skills.

Students need to understand the importance of body language (showing confidence and making eye contact with the audience), voice and projection (clear and strong voice), and organization (use of interesting visuals, involving the audience by inviting and answering questions, and keeping within the time frame) in conducting a successful presentation. This process is easier for some students than others, and sensitivity, especially to cultural differences, is required in modelling and coaching.

### *Dramatic Representation*

Drama is a powerful learning tool. It may take many forms and is a particularly important means by which we acknowledge and strengthen varying learning styles and intelligences. In all modules of Tourism 11, opportunities exist for students to represent their understandings through this medium. The following strategies are described in more detail in the *Drama 10 and 11* curriculum guide:

*Role-playing* is an activity in which students assume a character role in a simulated situation. Role-playing allows students to build on and apply prior knowledge and skills while developing their communication, co-operative, and interpersonal skills.

*Readers Theatre* is a forum in which students read aloud from scripts (commercial or adapted versions from literature) with no special costumes, sets, props, or music. The whole class or partners can participate in this strategy, which encourages students to reflect on the story, the characters, the author's intent, or the theme.

*Dance drama* is expressive movement through which ideas, stories, sounds, and music can be interpreted.

A *tableau* is a still image, a frozen moment, or a photograph created by posing still bodies. It communicates a living representation of an event, idea, or feeling and can be a powerful statement to initiate discussion or reflection.

*Flash-backs* and *flash-forwards* can be used effectively to help build belief, challenge the students to consider the consequences of their decisions, and support periods of reflection.

## Visual Arts, Dance and Music

Many students have strengths in art, dance, and music that can enhance learning in any subject area. These students can be encouraged to share their expertise and invited to express their understandings through these media.

### *Debate*

A debate is a formal discussion that begins with a statement of one point of view on a particular issue.

Participation in debates allows students to explore different points of view and to respond critically to a range of issues.

The three standard forms of formal debate are

- cross examination—modelled after courtroom procedures; in addition to presenting various points, debaters question or cross-examine their opponents
- academic—the most basic form where two teams of two or three members each debate the resolution point by point; emphasis is placed on the debating skills of each team
- parliamentary—modelled after parliamentary procedure; after the prime minister and the leader of the opposition have spoken, members of the government and the loyal opposition take turns debating various points of the bill before the House

Choose an interesting, two-sided topic that is relevant to the interests and abilities of the students. Avoid broad or complicated questions or propositions that can neither be proved nor disproved.

### *Field Study*

Field studies provide the opportunity for students to gain a first-hand impression of a tourism event, or site. The local community often provides an excellent forum for students to investigate a range of experiences. Field studies can be teacher-directed, student-directed, or expert-led experiences. Examples of field studies are

- a walking tour of a local historic area
- a field trip to a museum, attraction, celebration, or cultural site
- a travel experience that focusses on a particular cultural experience such as a milling frolic or a local dance
- a project that includes data gathering, observation, and analysis such as the interviewing of industry professionals

### *Case Studies*

Case studies are written narrative scenarios that typically relay a particular problem or dilemma centred around a set of issues or concerns. Case studies are useful in the study of tourism as they allow students to consider situations that they would not normally encounter in class, and they provide a forum for students to practise the skills and knowledge they have gained through classroom instruction.

Students can work individually, in small groups, or as a class to analyse, interpret, and respond to the material. Students should be encouraged to utilize and expand on their knowledge base and skills as they formulate their responses.

### *Interviewing*

The process of preparing and participating in an interview provides a range of learning opportunities and experiences for students to apply and develop their reading, writing, speaking, listening, and critical-thinking skills. Interviews help students gain a better understanding of concepts developed in the classroom setting as well as helping them to build important links among themselves, their community, and their school.

Planning for an interview is crucial for its success and usefulness. Students should research their topic in advance and prepare a list of questions to review with their teacher before the interview. Decisions on the date, time, place, and method of recording should be confirmed well in advance of the interview. A well prepared and confident student will gain from most interviews a wealth of information and an important connection to their community.

### *Journal Writing*

The use of personal or interactive journals provides an effective means by which students may reflect upon most classroom proceedings and activities. Reflective journals assist students in articulating what they have learned, how they have learned it, and what they want to learn next. The form and content of journals can be tailored to suit the particular activity and the needs of the individual student. It is important that the journal be an interactive means by which teachers can respond to students' questions, concerns, and ideas.

## Appendix B: Summary of Class or Group Activity

Name:

Date:

<b>Never</b>	<b>Very Seldom</b>		<b>Seldom</b>	<b>Occasionally</b>		<b>Frequently</b>		<b>Very Frequently</b>		<b>Always</b>
0	1	2	3	4	5	6	7	8	9	10
a. Participation, Effort										
b. Attitude, Sensitivity to others, Sincerity										
c. Co-operation, Willingness to help and support others										
d. Spontaneity, Risk taking, Enthusiasm, Curiosity										
e. Striving for a personal best, Going beyond the minimum										
f. Leadership and support roles in group activities										
g. Listening skills, Carrying out instructions, Responding										
h. Effective use of class time										
i. Evidence of consistent progress										
j. Evidence of planning and preparation										

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## Appendix C: Portfolios

A portfolio is a selection of work samples and other items that demonstrate students' interests, talents, skills, and achievements. The purpose of a portfolio is to show others—teachers, counselors, parents, peers, possible employers—what students have learned, accomplished, and/or produced. Students should frequently update their portfolios and reflect on their progress and growth. Reflective writing is a key component of portfolios.

Portfolios at the high school level can be used to display and summarize a range of achievements and can serve to help students

- identify and acknowledge personal growth and achievement
- demonstrate their achievements to families, potential employers, and others
- apply to post-secondary institutions
- apply for scholarships and bursaries
- obtain a volunteer position
- make decisions concerning career path choices

### Creating Portfolios

There are a range of options for students and educators in the creation and use of portfolios. Four basic types of portfolios follow:

*Student Portfolios* demonstrate the skills, accomplishments, and achievements of a student's academic career over a specific time period. The portfolio can represent one area of study, or it can encompass a broad range of disciplines. Students are often encouraged to include materials that represent accomplishments and interests outside of the classroom.

*Project Portfolios* are designed to outline the steps or progress of a specific project or independent study. Students are required to record and comment on the process and outcome of their efforts.

*Expert and Professional/Employability Portfolios* identify students' skills and accomplishments related to their career interests. This type of portfolio is becoming popular as a useful addition to the standard résumé.

A *Personal Portfolio* is designed in a format similar to a scrapbook or a personal journal. It reflects the personal interests, ideas, and aspirations of the student.



The most important factors for a successful portfolio format are durability, accessibility, and presentability. Whether a portfolio is in a binder, scrapbook, on folder, on computer disks, multimedia CD-ROMs, video or audiotapes, it must be easy to transport, showcase, and understand. Students must be able to organize and maintain their portfolios effectively.

The decision of what to include in a portfolio is entirely dependent on the purpose of the portfolio. Following are some of the materials that could be included:

- essays, position papers
- reflective writing
- awards
- evaluations/reviews
- articles, newspaper clippings
- rubrics, test results, assessment information
- photographs
- letters of invitation, thanks
- art and design work
- poems, tunes, stories
- certificates

## **Assessing Portfolios**

The assessment of portfolios should be discussed and negotiated with students before the process of their creation is initiated.

Assessment criteria often reflect the design and purpose of the portfolio. The most important form of feedback to students may be in the form of dialoguing and conferencing. General qualities that students should be aiming to achieve include the following:

- clean format—easy to read and understand
- creativity
- thoughtful organization
- thoughtful self-evaluation
- clear representation of learning goals and achievements

## Appendix D: The Research Process

The research process involves many different skills and strategies grouped within phases or stages. The process is cumulative in nature, each stage laying the groundwork for the next. The phases or stages are commonly identified as

- planning (or pre-research)
- accessing and gathering information (or information retrieval)
- evaluating and interacting with information
- organizing information
- creating new information
- preparing, sharing, and presenting information
- evaluating the research process

Students' use of the information process is not linear or purely sequential. A new piece of information, artifact, or conversation with a resource person may lead a student to revise a question under consideration, determine a perspective or point of view from which to examine critically the information available, or develop an alternative plan.

### Planning

During the introductory stage of the research process, students usually

- identify the topic or question—decide on a general area of interest that warrants further investigation, then clarify or narrow the area of focus to make it manageable
- formulate broad and specific questions to guide their research
- identify a variety of potential sources of information
- decide what strategies they will use to record information and keep track of the materials they use

## Accessing and Gathering Information

Students access appropriate resources (print, non-print, information technology, human, community). The actual resource is located, and the information is found within the resource. Students will need to learn and apply several important skills:

- search (with direction) a card catalogue, electronic catalogue, the World Wide Web to identify potential information resources such as books, journals, newspapers, videos, audios, databases, or other media
- locate resources (e.g., community, text, magazines, artifacts from home, World Wide Web sites) and determine appropriate ways of gaining access to them
- select appropriate resources in a range of media
- use organizational tools and features within a resource (e.g., table of contents, index, glossary, captions, menu prompts, knowledge tree for searching electronically, VCR counter to identify video clips for specific relevance)
- skim, scan, view, and listen to information to determine the point of view or perspective from which the content is organized/told
- determine whether the content is relevant to the research question
- determine whether the information can be effectively shaped and communicated in the medium the student will use to complete the project

Teachers should help students realize that fewer appropriate resources are better than a multitude of inappropriate resources.

## Interacting with Information

Students continue critical evaluation of the information they find to determine if it will be useful in answering their questions. Students apply reading, viewing, listening, and critical-thinking skills:

- question, skim, read (QSR)
- use text features such as key words, bold headings, and captions
- use navigation features or software
- use pause points or topic shift points in video
- read and interpret charts, graphs, maps, and pictures
- listen for relevant information
- scan videos, bookmark and highlight Web sites
- compare and evaluate content from multiple sources and mediums
- determine accuracy, relevance, and completeness of information

Teachers should help students develop a range of strategies for recording the information they need to explore their topic and answer their guiding questions. Simple point-form notes (facts, key words, phrases) should be written or recorded symbolically (pictures, numerical data) in an appropriate format, such as a concept map, Web site, matrix sheet, chart, computer database, or spreadsheet.

Teachers may also need to assist students in citing sources of information accurately and obtaining appropriate copyright clearances for images, data, sounds, and text they intend to reference or include in their work.

## Organizing Information

Students may use a variety of strategies to organize the information they have collected while exploring their topics and answering their guiding questions:

- numbering
- sequencing
- colouring, highlighting notes according to questions or categories
- establishing directories of files
- creating a Web page of annotated links to relevant Internet sources
- archiving e-mail collaborations using subject lines and correspondents' names
- creating a database of images and sound files using software such as ClarisWorks

Students should review their information with regard to their guiding questions and the stated requirements of the activity to determine whether they need additional information or further clarification before creating their products, planning their performance or presentation, or exhibiting their work. They may need to reframe the research in light of information and sources gathered.

## Sharing Information

Students review and reflect on the information they have collected, connecting new ideas with their prior knowledge and evaluating new information that may not fit with their previous understandings. As they integrate new information into their current knowledge, students develop new understandings and draw conclusions.

Teachers may need to assist students in deciding how best to convey the results of their research process to the intended audience.

Students should have many opportunities to share with a variety of audiences what they have learned, discovered, and created and to examine carefully the responses of those audiences to their work.

### **Evaluating the Research Process**

Students should reflect on the skills and learning strategies they are using throughout activities and examine and discuss their learning processes.

Teachers and library professionals can help students with evaluation by

- providing time and encouragement for reflection and metacognition to occur (e.g., What did we/you learn about gathering information?)
- creating a climate of trust for self-assessment and peer assessment of process, creation, or performance (Students tend to be realistic and have high expectations for their own work.)
- asking questions, making observations, and guiding discussions throughout the process
- conferencing
- monitoring and providing feedback on student progress (e.g., demonstrated ability to organize notes)

### **Media Analysis**

The development of media analysis skills is an important component of Tourism 11. Media studies can be integrated into the curriculum as a source of current information, as a means to stimulate student interest and discussion, and as a vehicle to present real-world issues and situations to students.

It is important for students to be able to evaluate media critically. Students should be able to distinguish fact from opinion and propaganda from responsible, objective reporting.

Analysis of media products requires students to consider the following:

- the purpose and qualification of the author(s)
- the type of source and how that source is monitored (e.g., an established newspaper as opposed to an article appearing on an interest group's site on the Internet)
- the type of audience that the information is directed to
- the reasons a particular target audience was chosen
- the ways the author(s) chose to reach that audience
- identification of inaccuracies, contradictions, or illogical reasoning
- the presentation of opinions
- evidence of bias in the work
- the source(s) of information and the interpretation of that information by the author
- the presentation of unsupported ideas and/or conclusions

When analysing advertising students should focus their attention on the use of unsupported conclusions, testimonials by unknown or unqualified people, and the use of unsubstantiated events or quotes to draw conclusions.

### **Evaluation of Media Analysis**

The evaluation process for a media assignment in *Tourism 11* will depend on the nature of the assignment and the criteria established by both the teacher and students. Criteria might include the following:

- the inclusion of appropriate tourism-related materials
- the use of a wide variety of relevant sources
- sources properly identified
- appropriate tourism concepts identified
- tourism aspects of material identified
- purpose(s) of material properly identified
- target audience identified
- point of view identified
- open, unbiased approach to analysis

## Appendix E: Graphic Organizers

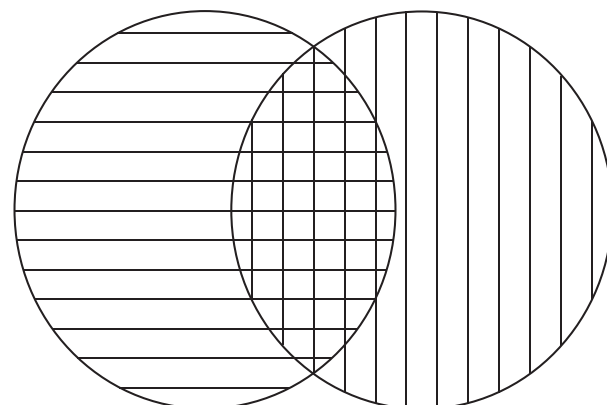
Several visual tools can help students and teachers construct knowledge, organize information, and communicate their learning to others. Brainstorming webs, task-specific organizers, and thinking-process maps are three such techniques. Students in Tourism 11 may use a variety of graphic organizers throughout the course. Although these visual tools are useful for all students, they are particularly meaningful to those with visual learning strengths.

### Brainstorming Webs

These webs foster individual and/or group creativity. They allow students to draw on their personal knowledge and explore their own understanding. For example, in Module 1, students working in triads may brainstorm their ideas about tourism. In Module 3, students working independently may create a mind map of their beliefs about transportation and accommodation careers.

### Task-Specific Organizers

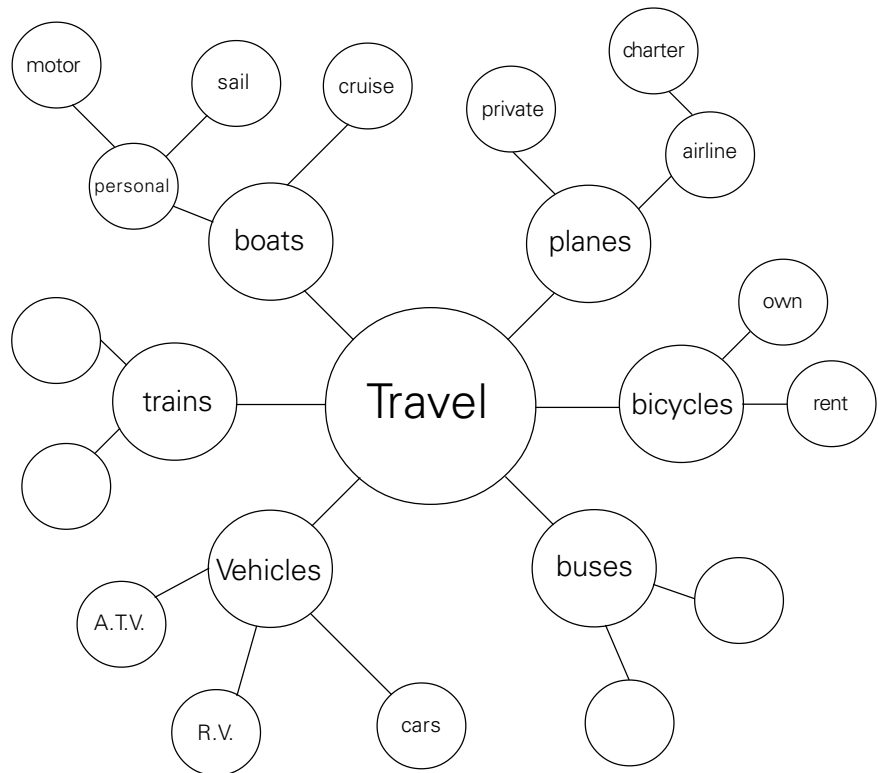
These organizers foster specific content learning. They assist students in drawing information from various source materials, in constructing categories, and in recognizing relationships among ideas and concepts. Task-specific organizers are particularly well-suited to group work. They are well defined by a task, graphically consistent, and easily shared among students with varying abilities. For example, in Module 2, students may complete a graphic organizer to illustrate the occupations associated with the eight sectors of the tourism industry.



different      same      different

### Thinking-Process Maps

Thinking-process maps foster cognitive development and critical thinking. They extend students' thinking and encourage the transfer of skills and knowledge into new areas. For example, in Module 5, students may interpret researched statistical data by illustrating patterns and forces of change in tourism.





## Appendix F: Learning Styles

Learners have characteristic strengths and preferences in accessing and processing information. Some prefer to focus on facts. Others may prefer theories and models. Some respond strongly to visual information, whereas others learn more effectively written or spoken explanations. Some prefer to learn actively or with other learners. Others function more introspectively and prefer to work alone.

To be successful in the world beyond high school, learners need to use effectively a range of learning modes and styles. Effective workers in any field are observant, methodical, and careful, as well as innovative and curious. Full use of the rapidly expanding availability of information requires both visual and verbal learning skills.

Teachers need to help students understand their preferred learning style and recognize how their preferences influence the decisions and choices they make during their learning. Students need to build skills in both their preferred and less preferred modes of learning. For some students, their learning style is not a preference but a necessity resulting from a special need or disability. It is important for teachers to design learning experiences that will accommodate these students' learning needs.

Learning-style models can provide useful frameworks for the design of learning experiences that provide choice and encourage variety in learning style. There are many models for describing differences in learning preference. Commonly used models include the following:

### Myers-Briggs Type Indicator (MBTI)

The Myers-Briggs Type Indicator uses scales derived from Carl Jung's theory of psychological types and identifies the following eight learning preference profiles:

- extroverts (try things out, focus on the outer world of people) or introverts (think things through, focus on the inner world of ideas)
- sensors (practical, detail-oriented, focus on facts and procedures) or intuitors (imaginative, concept-oriented, focus on meanings and possibilities)
- thinkers (skeptical, tend to make decisions based on logic and rules) or feelers (appreciative, tend to make decisions based on personal and humanistic considerations)
- judgers (set and follow agendas, seek closure even with incomplete data) or perceivers (adapt to changing circumstances, resist closure to obtain more data)

These preferences can be combined to describe 16 different learning style types, for example, ESTJ (extrovert, sensor, thinker, perceiver) or INFJ (introvert, intuitor, feeler, judger).

**Kolb’s Learning Style Model**

Kolb’s Learning Style Model identifies preferences along two dimensions to yield four learning types.

Accessing information	concrete	abstract
Internalizing Information	active	reflective

- *Type 1* (concrete, reflective) asks “Why?”
- *Type 2* (abstract, reflective) asks “What?”
- *Type 3* (abstract, active) asks “How?”
- *Type 4* (concrete, active) asks “What if?”

**Herrmann Brain Dominance Instrument (HBDI)**

The Herrmann Brain Dominance Instrument classifies relative preferences for thinking in four different modes based on the task-specialized functioning of the physical brain.

	Cerebral	Limbic
Left Brain	A	B
Right Brain	D	C

The four modes are

- *Quadrant A* (left brain, cerebral): logical, analytical, quantitative, actual, critical
- *Quadrant B* (left brain, limbic): sequential, organized, planned, detailed, structured
- *Quadrant C* (right brain, limbic): emotional, interpersonal, sensory, kinesthetic, symbolic
- *Quadrant D* (right brain, cerebral): visual, holistic, innovative

### Felder-Silverman Learning Style Mode

This model classifies learners as

- *sensing* learners (concrete, practical) or *intuitive* learners (conceptual, innovative)
- *visual* learners (pictures, diagrams, flow charts) or *verbal* learners (prefer written and spoken explanations)
- *inductive* learners (from specific to general) or *deductive* learners (from general to specific)
- *active* learners (trying things out, working with others) or *reflective* learners (thinking things through, working alone)
- sequential learners (linear, orderly) or *global* learners (holistic, systems thinkers)

### Howard Gardner's Theory of Multiple Intelligences

Howard Gardner proposes that people are not simply more or less intelligent; rather they have different "intelligences." He has identified eight intelligences:

- verbal/linguistic
- visual/spatial
- musical
- logical/mathematical
- bodily/kinesthetic
- interpersonal
- intrapersonal
- naturalistic

Gardner suggests that the most effective learning experiences would incorporate all eight intelligences.

### More about Learning Styles

The following links to Internet pages provide more information:

[fre.www.ecn.purdue.edu/FrE/asee/fie95/3a2/3a22/3a22.htm](http://fre.www.ecn.purdue.edu/FrE/asee/fie95/3a2/3a22/3a22.htm)  
Addressing Diverse Learning Styles through the Use of  
Multimedia

[www.bham.wednet.edu/mod9.htm](http://www.bham.wednet.edu/mod9.htm)

Bellingham Public Schools: Multiple Intelligences and Learning Styles

[www.ilt.columbia.edu/k12/livetext/docs/berry1.html](http://www.ilt.columbia.edu/k12/livetext/docs/berry1.html)

Designing Effective Learning Environments: Cognitive  
Apprenticeship Models

[odie.ascd.org/pubs/el/sept97/campbell.html](http://odie.ascd.org/pubs/el/sept97/campbell.html)

*Educational Leadership*: How Teachers Interpret MI Theory

[www.interserf.net/mcken/im.htm](http://www.interserf.net/mcken/im.htm)

Internet Links Exercising Your Multiple Intelligences (MI)

[www.keirsey.com/cgi-bin/keirsey/newkts.cgi](http://www.keirsey.com/cgi-bin/keirsey/newkts.cgi)  
Keirsey Temperament Sorter II

[www.algonquinc.on.ca/edtech/gened/styles.html](http://www.algonquinc.on.ca/edtech/gened/styles.html)  
Learning on the Internet–Learning Styles

[www.wavefront.com/~nelson/styles.htm](http://www.wavefront.com/~nelson/styles.htm)  
Learning Styles

[snow.utoronto.ca/Learn2/introll.html](http://snow.utoronto.ca/Learn2/introll.html)  
Learning to Learn

[edweb.gsn.org/edref.mi.intro.html](http://edweb.gsn.org/edref.mi.intro.html)  
EdWeb: The Theory of Multiple Intelligences

[www.fortunecity.com/millennium/garston/49/multiintell.htm](http://www.fortunecity.com/millennium/garston/49/multiintell.htm)  
Mrs. Young's Page on Multiple Intelligences

[www.mmhschool.com/products/mlmi5.html](http://www.mmhschool.com/products/mlmi5.html)  
Multimedia Literature: Multiple Intelligences

[www.newhorizons.org/art\\_miclsrm.html](http://www.newhorizons.org/art_miclsrm.html)  
*New Horizons for Learning: Multiplying Intelligence in the Classroom*  
by Bruce Campbell

[www.angelfire.com/oh/themidas/index.html](http://www.angelfire.com/oh/themidas/index.html)  
The MIDAS (Multiple Intelligence Developmental Assessment  
Scales)