

Exploring the Frontiers of Tourism Education

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Conference Proceedings



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General Information

The International Society of Travel & Tourism Educators (ISTTE) is an international organization of educators in travel, tourism, and related fields representing all levels of educational institutions. Our membership ranges from professional schools and high schools to four year colleges and graduate degree granting universities. Current membership is represented by travel and tourism educators in the United States, Canada, Mexico, Australia, the Netherlands, New Zealand, Great Britain, Korea, China, Taiwan, and others.

Our 2019 Conference theme was “Exploring the Frontiers of Tourism Education” and several workshops and research breakout sessions were devoted to this and a wide range of topics related to education, research, and management in the field of travel, tourism, and hospitality services.

While the overarching conference theme was Exploring the Frontiers of Tourism Education, empirical and conceptually based academic research contributions were welcomed in a variety of other areas including the following broad subject themes:

Paper Themes

1. Emerging issues in travel, tourism and hospitality education and training
2. Innovative and creative teaching and learning methodologies
3. International travel and tourism issues and trends
4. Curriculum Design and Development
5. Impacts on the travel and tourism industry
6. Online Education

All submitted papers represent original research that had not been presented in other conferences or published in a journal. In addition, each proposal was examined via a double blind review process by the Paper Review Committee.

Types of Proceedings Papers:

In these Proceedings, authors had the option to publish either their full paper or the abstract only. The papers and abstracts are presented in alphabetical order by first author's last name in the following sections:

Full Research Papers
Working Research Papers
Poster Research Papers

Recognition of Research Committee

The following were selected to serve on the ISTTE 2019 Research Committee because of their expertise and commitment to the mission of ISTTE.

Their service to this 2019 ISTTE conference is sincerely appreciated.

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ARE YOU WHAT YOU EAT? CONSUMERS' SELF-CONGRUENCE AND CHOICE OF CATERING BRANDS

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ABSTRACT

Catering is a major component of increasing popularity in the hospitality and tourism industry. Based on the Big Five personality model and utilizing the data on 22 catering brands' characteristics, the current study explored the relationships between the personality traits of Chinese social media users and their choices for catering brands. By employing a variety of methods including surveys, interviews, Delphi, and data mining, the study developed a three-dimensional model of portraits of both consumers and catering brands, which are Id, Ego, and Superego. These portraits were further examined from the perspective of self-congruence between catering brands and consumer behavior. Among other findings, the study also confirmed that, just like their off-line counterparts, consumers in the social media domain are more inclined to purchase products that have matching personality traits with them.

USING SMARTPHONES AS A SOCIAL CONSTRUCTIVIST PEDAGOGICAL TOOL FOR INQUIRY-SUPPORTED PROBLEM-SOLVING: AN EXPLORATORY STUDY

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ABSTRACT

To incorporate a rich, comprehensive and well-established framework for an advanced learning pedagogy, this study focuses on the use of smartphones as a social constructivism tool for inquiry-supported problem solving in a first-year adventure destinations module at a Tshwane Higher Education Institution (HEI). Results obtained through quantitative data collection and analysis methods indicate that student learning is enhanced through the use of smartphones as a tool to promote collaborative learning. Findings propose the adoption of new technologies in the learning process, with adventure tourism students adjusting their social networking traditions to include academic learning practices, supported by tools that enhance collaborative/networked learning and teamwork. Findings also suggest that HEIs may potentially save costs by encouraging adventure tourism students to Bring Your Own Device (BYOD) for teaching and learning purposes. This will avail more funding to support students who do not own mobile technology tools. This will close the digital divide and increase the motivation for seeking lifelong learning opportunities.

KEYWORDS: Bring Your Own Device (BYOD), inquiry-supported problem solving, social constructivism, student-centred learning

THEME: Innovative and creative teaching and learning methodologies

INTRODUCTION AND STUDY CONTEXT

Indispensable in people's everyday lives, Deepend (2015) identified that 86% of people between the ages of 18 and 24 years old own at least one smartphone to make phone calls, read emails and to access the web or social media. Moreover, Farley, Murphy, Johnson, Carter, Lane, Midgley, Hafeez-Baig, Dekeyser and Koronios (2015) note that students (typically forming part of the 18 to 24 year old age group) are increasingly engaging in informal mobile learning – Bring Your Own Device (BYOD) – to further their knowledge. As such, to define the learning that should take place within a specific programme of study, lecturers could transform their curriculum or programme models, aims and outcomes, organisation and structure, teaching, learning and assessment

strategies, as well as module design. This will enable lecturers to cater for diverse and digitally informed student groups (O'Neill, 2015). In addition, it will assist lecturers to carefully plan, implement and evaluate a curriculum, based on a student-centred, as oppose to a teacher-centred philosophy.

Purpose of the research

Student-centred learning is required to prepare students to cope within an ever changing society (Esterhuizen & Grosser, 2014). Active student engagement, where the focus is on the student being actively engaged in the learning process, is imperative. Passive learning could be substituted by an active learning pedagogy to prepare students for their new role as global citizens (Keengwe, Onchwari & Onchwari, 2009; Beetham & Sharpe, 2013).

Background of the problem

Dependent on the knowledge within the group, social constructivism, according to Jordan, Carlile and Stack (2008) is based on the notion that learning is social and active. In addition, the pedagogy proposes that knowledge should be jointly constructed so that meaning is created through social interaction. This allows students to be exposed to differing views, to elaborate on their own views and to draw more accurate conclusions (Lom, 2012). As students are increasingly engaging in informal mobile learning (Farley *et al.*, 2015), learning through mobile technology (mobile learning) is increasingly becoming a more appropriate method to encourage real-world problem solving within the classroom. According to Kim and Hannafin (2011), lecturers grow and foster students' cognitive development (based on their Zone of Proximal Development) through intentionally and systematically engaging students in challenging and meaningful problem-solving activities. This require groups of students with various competencies to seek, analyse and make sense of online information and then synthesising the information into a final argument. Scaffolding, within their Zone of Proximal Development (ZPD), involves lecturers intriguing students' interest and encouraging active engagement. That is, breaking problems into sub-problems and providing support through demonstrating ways to successfully achieve the module content outcomes (Ozan, 2013). Instead of direct instruction, the students learning process is facilitated and supported whilst they collaboratively engage in online inquiries to solve challenging problems. This ultimately promotes maximum cognitive growth (Rezaee & Azizi, 2012). When students acquire the competencies and skills to independently conduct online inquiries to solve problems and achieve the module content outcomes, the scaffold is removed.

PROBLEM STATEMENT

Higher education institutions (HEIs) are increasingly incorporating BYOD strategies to support learning (El-Hussein & Cronje, 2010). Most HEIs are providing students with free Wi-Fi and battery charging stations to support BYOD (Mehdipour & Zerehkafi, 2013). However, according to Montrieux, Van Der Linde, Schellens and De Marez (2015) these support structures have regrettably not led to the implementation of

mobile learning in formal education. For example, a study guide for a first-year adventure destinations module at a Tshwane HEI informs adventure tourism students that the use of smartphones during teaching, learning and assessment is not allowed (Lötter, 2017). Lecturers are also reluctant to incorporate new teaching and learning strategies. They tend to only use technology to enhance traditional practices rather than applying transformative teaching practices to enhance engagement and collaborative problem-solving skills through BYOD (Cuban, 2001; Conlon, 2004; Ilomaki, Lakkala, & Lehtinen, 2004; Hennessy, Ruthven, & Brindley, 2005; Smeets, 2005). Farley *et al.* (2015) and Kaliisa and Picard (2017) argue that contemporary lecturers are hesitant to engage in mobile learning strategies as their teaching and learning styles have been influenced by a teacher-centred, rather than a student-centred approach. Consequently, as recorded in the relevant Department's Academic Performance Evaluation on Assessment marks, first-year adventure destinations module students at a Tshwane HEI are not motivated to attend classes, engage with the module content and ultimately pass/succeed the module (37.50% in 2011, 45.90% in 2012, 47.54% in 2013 and 37.50% in 2014). This is problematic within a digital global environment, as lecturers, according to Ozan (2013), are clearly required to incorporate contemporary support mechanisms that enhance students' active learning and collaborative problem-solving skills.

Justification of the problem

The mere availability of technology does not result in any substantial change in terms of teaching practices. Rather, the use of technology calls for advanced pedagogies to utilise technology towards enhanced active learning. Lecturers of a first-year adventure destinations module at a Tshwane HEI could thus conduct a classroom intervention that incorporates social constructivism strategies aimed at digital-advanced students by using smartphones for inquiry-supported problem solving. In other words, instead of lecturing adventure destinations module content from a textbook, lecturers could provide structure and guidance about how the module content outcomes can be accomplished by encouraging adventure tourism students to engage with the learning content, using BYOD. The objective is to provide support whilst students engage in the learning process to acquire knowledge and understanding using technology.

Research questions

The aim of this study is to determine whether a first-year adventure destinations module at a Tshwane HEI should use smartphones as a social constructivism pedagogical tool for inquiry-supported problem solving? More specifically, this study aims to answer the following questions:

1. In what manner does the use of smartphones contribute to student learning?
2. By what means does the use of smartphones enable adventure tourism students to collaborate in the learning process?

Research objectives

To incorporate a rich, comprehensive and well-established framework for an advanced learning pedagogy, this study aims to explore whether smartphones should be used as a social constructivism tool for inquiry-supported problem solving in a first-year adventure destinations module at a Tshwane HEI. More specifically, the research objectives of this study are to:

1. Determine whether student learning is enhanced through the use of smartphones.
2. Establish whether smartphones assist adventure tourism students to collaboratively engage in the learning process.

LITERATURE REVIEW

Various affordable and user-friendly tools (for example, smartphones) that support teaching and learning gave rise to the term mobile learning that according to El-Hussein and Cronje (2010), refers to “...any type of learning that takes place in learning environments and spaces that take account of the mobility of technology, mobility of learners and mobility of learning.” Consequently, mobile learning for the effective design of teaching and learning experiences have received widespread attention from HEIs.

According to Montrieux *et al.* (2015), as mobile learning is becoming one of the most effective methods of delivering higher education teaching, lecturers are increasingly compelled to move towards student-centred approaches where students are regarded as active respondents in a collaborative information-sharing environment. To support this transition, Clark and Luckin (2013) specifically encourage the use of small, wireless and mobile technological tools, such as smartphones, that have finger-operated touch screens with easy access to a variety of applications (apps) and information resources to enhance students’ active learning and/or collaborative problem-solving skills inside or outside the classroom.

The immense variety of available apps, the connectivity to real world environments and the proximity of communication tools enable lecturers to discover active teaching and learning activities, develop differentiated learning opportunities and create collaborative information-sharing prospects (Heinrich, 2012; Hattie, 2013). As suggested by Woodcock, Middleton and Nortcliffe (2012), besides the use of technological tools to digitalise learning activities, mobile learning comprises of authentic learning experiences created through the integrated and meaningful use of technological tools to develop, communicate and disseminate knowledge and ideas. For example, lecturers could utilise virtual learning environments; interactive lessons and videos; quizzing; polling; student responses; discussion apps; and/or, online software programs for baseline, diagnostic, formative and summative assessments to enhance student’ skills.

Lecturers are thus required to follow a more constructivist (inquiry-based, student-centred) approach (Becker & Ravitz, 1999; Niederhauser & Stoddart, 2001). That is, learning could be enhanced and collaborative engagement of students could be encouraged throughout the learning process (Burden, Hopkins, Male, Martin & Trala, 2012; Hattie, 2013).

Hattie (2013) suggests that several teaching strategies, numerous learning opportunities, student-controlled learning, improved collaborative learning and regular feedback are required to effectively utilise mobile technological tools within a teaching and learning environment. In agreement, Baker, Dede and Evans (2014) and Montrieux *et al.* (2015) propose ways to successfully integrate mobile learning tools in HEIs. For example, planning could be focused on the use of mobile devices, acquiring management buy-in, incorporating mobile-centred curricula and content, successfully training and developing lecturers, providing efficient Internet access, providing an accessible and maintainable technology environment, developing student capability and proficiency for self-directed learning and determining results with valuable metrics.

Smartphones will be able to support students by providing a context in which to create and impart knowledge in a media-centred and stimulating environment (Melhuish & Falloon, 2010). More specifically, Clark and Luckin (2013) purport that using educational games, learning apps, online dictionaries and thesauruses, online videos, podcasts, Quick Response (QR) codes and social media will increase students' motivation and will support meaningful teaching and learning experiences that provide engagement and collaboration opportunities. Students' creativity, enthusiasm and interest will also be positively impacted (Kim, Hagashi, Carillo, Gonzales, Makany, Lee & Gàrate, 2011; Clark & Luckin, 2013). That is, the user friendliness of smartphones, the easy access and availability of the Internet and the lower communication threshold between lecturers and students will inspire the process of transforming teaching and learning practices to cater for today's diverse and digital environment (Burden *et al.*, 2012; Clark & Luckin, 2013).

RESEARCH METHODOLOGY

For the purpose of this study, Saunders, Lewis and Thornhill's (2012:123-124) research onion model was consulted to formulate an effective research methodology.

Worldview

Working from the outer layers to the centre of the research onion model, this study is based on a critical realism epistemology and an objective ontology. As such, the question of how and to what extent smartphones can be used as a social constructivist pedagogical tool for inquiry-supported problem solving was answered, because critical realism follows a realist philosophy of science, social science and explanatory analysis as it argues for ontology (Archer, Decoteau, Gorski, Little, Porpora, Rutzou, Smith, Steinmetz & Vandenberghe, 2016). In other words, this study took a meta-theoretical stance by delivering a philosophically informed explanation that informed this study's empirical investigation. That is, an instinctive philosophical stance that provides a philosophically organised and differentiated explanation of reality informed this empirical research study where "...openness, difference, stratification and change was central" (Collier, 1994).

Quantitative methodology

To attain and answer the stated research objectives and questions and to find a solution to the research problem, this study's core research function or purpose was based on applied exploratory research due to its specific information requirements. Consequently, the methodological attributes of this study, as opposed to using a qualitative research methodology, included a critical realism research philosophy, a deductive research approach, a non-experimental survey research strategy (questionnaire), a mono-method research choice (quantitative methodology), a cross-sectional (short term) time horizon, as well as numerically based quantitative data collection and statistical data analysis methods (Jennings, 2011; Du Plooy-Cilliers & Cronje, 2014; Khan, 2014). In other words, a quantitative research methodology was applied as it is founded in the realism social sciences paradigm that mainly replicates the natural and social scientific methods (Jennings, 2011; Du Plooy-Cilliers & Cronje, 2014; Khan, 2014). As a deductive research approach is typically applied within this paradigm, this study's research problem was addressed by initially theorising that smartphones should be used as a social constructivism tool for inquiry-supported problem solving in a first-year adventure destinations module at a Tshwane HEI. Thereafter, a non-experimental survey was used to gather the data to test this theory and the quantitative data was analysed using statistical tools to determine that the theory is in fact accepted. That is, through the utilisation of a quantitative methodology, the research process was objectively developed to include quantitative data collection and analysis methods (Jennings, 2011; Du Plooy-Cilliers & Cronje, 2014; Khan, 2014).

Research design

As longitudinal studies are time consuming, require continuous participation for the duration of the iterations and generally involve a large research population, a cross-sectional study was ideal for this study (Evans, Stonehouse & Campbell, 2012). According to Lavrakas (2008), although only equipped for inferring an association, cross-sectional studies are easy, inexpensive and rapid to perform as they are based on questionnaire surveys that a population of interest complete at one point in time. As such, descriptive surveys, as opposed to structured interviews, were used for this study, as the required data was collected from a one-time interaction with the study population due to the limitations associated to this study.

Data collection method

Comparing internet, interview-administered, mail, self-administered and telephone questionnaires, using the communication criteria suggested by Frazer and Lawley (2000), the data for the purpose of this study was collected using a self-administered questionnaire (see Annexure A). The advantages of using a self-administered questionnaire, as suggested by Zikmund and Babin (2012), are: (1) the instant and seamless data collection process; (2) the faster turnaround time; (3) respondents are able to take their time to respond to the questions; (4) an anonymous third party is present to provide assistance and ensure questionnaire completeness; and (5) it has the potential of a higher response rate. As such, the self-administered questionnaire was specifically designed for the purpose of this study. The literature review information and the questionnaire used by EDUCAUSE (2016) – a non-profit research association in partnership with 157 American HEIs that progresses

higher education using information technology research – were consulted as a guideline during the construction of the questionnaire. This was to ensure that a wide range of variables was included to address this study's research objectives and questions.

The Questionnaire Design Process, as propounded by McDaniel and Gates (2016), which highlights the importance of considering the research objectives, resources and constraints when designing a questionnaire, as well as the question construction checklist of De Vaus (as cited by Jennings, 2011) was utilised to construct this study's self-administered questionnaire. One (1) open-ended question and four (4) closed-ended questions in the form of two (2) multiple-choice and two (2) five-point Likert scale (matrix-scaled) questions were incorporated. More specifically, after the teaching and learning intervention, the open-ended question was used to determine how future technology-enhanced lessons could be improved. The multiple choice questions were used to identify the type of smartphone the respondents utilise for educational purposes, as well as the overall experience of the respondents using Smartphone technology for teaching and learning. The five-point Likert scale (matrix-scaled) questions were used to determine the respondents' perception regarding how technology has contributed to their learning and how using Smartphone technology has been enabling for them.

During the period of July 2018, the researcher provided the first-year adventure destinations module students at a Tshwane HEI a worksheet pertaining to a Southern African destination. After discussing the lesson outcomes and participation expectations of the lesson, the class was divided into small groups (with a designated group leader) based on their research abilities and skills. Using their own smartphones and free Wi-Fi that is installed in the lecture venue, each group was requested to seek, analyse and synthesise online information to respectively provide an overview of the country, as well as discuss the top adventure and tourism attractions that tourists could partake in whilst visiting the specific country. This division of tasks into sub-problems allowed the researcher to provide verbal cues, prompts and/or examples to assist and provide continuous feedback to the student groups in their knowledge quest to solve each sub-problem through online inquiry.

After the completion of each sub-problem, the student groups presented their results through a class discussion initiated by open-ended questions. A consensus was reached among the student groups in terms of each respective sub-problem before continuing with the lesson. Besides the gaining of added insight and understanding, the researcher was able to identify whether each sub-problem has been solved. The lesson ended with a summary of each sub-problem to ensure the adventure tourism students comprehended how each sub-problem assisted them in the achievement of the lesson outcomes. Thereafter, each first-year adventure destinations student ($n = 37$) was requested to individually complete the self-administered questionnaire to determine whether the students learning was enhanced using smartphones and to establish whether smartphones assisted the adventure tourism students to collaboratively engage in the learning process. As outlined in a formal confidentiality agreement, as prescribed by the Tshwane HEI Research Ethics Committee (REC), an anonymous and independent third party was responsible for managing the data collection process and undersigned to adhere to and comply with the ethical principles applicable to this research study.

Data analysis method

To attain and answer the stated research objectives and questions and to find a solution to the research problem, the raw data obtained from the self-administered questionnaire was turned into numerical representations to enable statistical analysis on the aggregated data. Numerical codes were assigned for every response, which was turned into a series of numbers. The raw data was then captured onto a database in Microsoft Access that was imported into the Statistical Analysis Software (SAS) format through the SAS Access module (Lötter, Geldenhuys & Potgieter, 2016). Specific codes were assigned to various response sets and data entry required the appropriate response set to be recorded with the appropriate code (Connolly, 2007; Khan, 2014; Daniel & Harland, 2017). Thereafter, a descriptive univariate (one variable at one time) analysis was performed to statistically analyse the data. The statistical analysis of the data for descriptive purposes was conducted in cooperation with a statistical consultant (Connolly, 2007; Khan, 2014; Daniel & Harland, 2017).

POPULATION AND SAMPLING

As it is imperative that respondents should have relevant knowledge to make informed judgement and provide insightful input, this section discusses the population, sample and sampling method best suited to this study's objectives.

Population and sample size

The population consisted of all sixty ($n = 60$) first-year students completing an adventure destinations module at a Tshwane HEI. Due to the study purpose, research questions, the population characteristics and desired level of statistical confidence required (Daniel & Harland, 2017), it was thus feasible and practical to include the entire research population (rather than drawing a sample). However, due to absenteeism, thirty-seven ($n = 37$) adventure tourism students completed the self-completing questionnaire, yielding a response rate of 61.67% and a completion rate of 100%.

These students are generally digital-advanced individuals who have differentiated demographic and academic cohort profiles, who are at risk, who typically belong to the millennial generation and who are still in the transition phase from school to higher education. Although these millennial students have grown up with mobile technologies such as iPhones and Smartphones for social purposes, these students may, however, not have made extensive use of new technologies for the purposes of learning.

These students have diverse backgrounds, cultures and home languages; may have difficulty in reading and writing in English; may have hearing, visual and coordination difficulties; may have emotional, social and physical difficulties; and may have trouble in remembering what has been taught due to possible adaptation challenges and their unfamiliarity with mobile learning strategies (Department of Basic Education, 2011). As such, Price (2009) suggests incorporating collaborative research-based methods, applying information (relevance), motivating specific policies and assignments (rationale), creating

an informal and relaxed teaching and learning environment, as well as connecting with students on a more personal level (rapport).

Sampling method

In line with Jennings (2011), this study used a saturation sample (used with small populations) as all respondents were included in a structured and systematic manner. Each respondent had an equal chance to contribute to this study, and the research results are representative of all first-year students completing an adventure destinations module, as the data was abstracted from the respondents into statistical representation (Creswell, 2013). In other words, non-probability sampling in the form of convenience sampling was used because this method relies on the personal judgment of the researcher rather than chance. According to Pascoe (2014), convenience sampling entails incorporating a group of respondents into a study due to their familiarity with the researcher and/or the fast and effortless accessibility to the respondents. Convenience sampling was applied because the selection of the population was based on their close proximity to the researcher and the ease with which the researcher can access the respondents.

ETHICS, VALIDITY AND RELIABILITY

The research code of ethics is based on principles that prescribe a sense of responsibility, rather than precise conduct, and include actions formulated from a set of principles that incorporate prevailing values to serve as moral yardsticks of everyday life (Resnik, 2015). Consequently, the researcher's responsibilities and the resultant codes of ethics for the conduct of this research using human respondents were dictated by the Independent Institute of Education's (IIE) and Tshwane University of Technology's (TUT) guidelines as directed by the Faculty Research Ethics Committees (FREC), a trajectory of the REC. These ethical guidelines outline the need for voluntary participation, informed consent, and the right of the respondents to refuse to respond or the right to withdraw, as well as the right not to be deceived or to be harmed in any way. As such, issues pertaining to confidentiality, anonymity and access to the research results were adhered to. The researcher also ensured that this study involved no potential ethical issues by completing the IIE's and TUT's Ethics Review Checklist and by obtaining approval from IIE's and TUT's FREC and REC (REC/2018/05/004) to conduct the intended research before the respondents were approached to participate in the self-administered questionnaire.

In addition, in quantitative research, the measurement procedure consists of variables that may make up a construct. Therefore, to ensure the measurement procedure was stable and constant (if it is to be considered reliable) and to provide an accurate representation of the construct it is measuring (if it is to be considered valid), the Cronbach's Alpha Coefficient (pre-programmed into SAS) was used to measure the reliability of the measurement process (Jennings, 2011; Koonin, 2014). All the items tested in the self-completing questionnaire were larger than the acceptable level of 0.70.

In addition to the Questionnaire Design Process (McDaniel & Gates, 2016), Silver, Stevens, Wrenn and Loudon's (2013) measurement procedure was used to measure the

given construct as it incorporates a number of other forms of validity (face validity, criterion validity, content validity and data validation) that ensured the overall construct validity of the study (Lund Research Ltd., 2012). That is, face validity was ensured by including questionnaire items related to the research objectives of the study. Criterion validity was ensured by using a well-established measurement procedure (EDUCAUSE, 2016) to create a new measurement procedure (self-administered questionnaire) that measured the construct in question. Moreover, content validity was ensured by constructing questions that incorporated the feedback of experts who are familiar with the construct being measured by the self-administered questionnaire.

Lastly, data validation which refers to the process of ensuring that a program operates on clean, correct and useful data, was achieved by testing each variable to fall within these boundaries that were pre-programmed into the Microsoft Access database on which the data was captured. Data accuracy and correctness was ensured by capturing the data twice and comparing the two data sets for errors. Errors were in the form of an unexpected missing value. By referencing back to the original self-administered questionnaires, all errors were traced in the data file and corrected. The final data outputs were validated and checked by the research statistician (Jennings, 2011; Koonin, 2014).

STUDY LIMITATIONS

Although smartphones have the potential to provide accessible, contextualised and engaging educational opportunities, limited functionalities, usability restrictions, hardware/software/user interface related issues, as well as technical (Wi-Fi connections) and social barriers affected the successful integration of this teaching and learning tool. In addition, this study included a small population group not representative of other first-year students; the adventure tourism students did not receive training in the use of the smartphone devices for learning purposes; the universal online language is English, which is not the students' first language; and the intervention was based on the use of smartphone devices, which not all students may have access to. Moreover, as this study is grounded in the critical realism paradigm, a quantitative methodology was used. That is, due to the time constraints accompanying the nature of this study, the methodological limitations included the difficulty of studying behavioural characteristics of the respondents, as these could not be meaningfully reduced to numbers or adequately understood without attaching quantifiable values to the concepts (Lötter, Geldenhuys & Potgieter, 2016).

In addition, during the research process, the researcher was responsible for developing measures. That is, the self-administered questionnaire and associated measures were constructed by the researcher who made decisions and assumptions as to what is and is not important, and the process of coding in the case of open-ended questions was done subjectively, which means there may be a level of researcher imposition. Added to the possible researcher error, the respondents also added a degree of error to the research study. For example, while completing the self-administered questionnaire, the respondents may have been untruthful; they may have altered their responses to fit what they deem to be socially desirable; they may have not put much thought into answering the questions; they may have been forgetful; they may not have thought within the full context of the situation;

and their answers may have been grounded on their own interpretation and assumption of the questions. Evidently, question interpretation, respondent assumption, question order, method variance, attribute wording, and the possibility of omitting important questions could have resulted in random or systematic error (Lötter, Geldenhuys & Potgieter, 2016).

RESULTS, FINDINGS AND DISCUSSIONS

To statistically analyse the data, a descriptive univariate (one variable at one time) analysis was performed on each of the chronologically ordered questions depicted in the self-completing questionnaire. The type of smartphone the respondents utilised for educational purposes (see Paragraph 8.1; see Question 1 in Annexure A), as well as the overall experience (see Paragraph 8.4; see Question 4 in Annexure A) and suggested improvements (see Question 5 in Annexure A) of the respondents using Smartphone technology for teaching and learning, are described. To attain this study's secondary research objectives (see Paragraph 2.3), the secondary research questions (see Paragraph 2.2) are answered by describing the respondents' perceptions regarding how technology has contributed to their learning (see Paragraph 8.2; see Question 2 in Annexure A) and how using Smartphone technology has been enabling for them (see Paragraph 8.3; see Question 3 in Annexure A). Raw count frequency distributions, raw count percentages, cumulative frequency distributions and cumulative percentages are depicted to describe all the nominal and/or ordinal variables, whereas measures of central tendency (mode, median and/or mean) are also used to describe the ordinal variables (see Paragraph 8.2 and 8.3). Subsequently, the number of responses ($n = 37$) associated with each of the variable categories in the response set are illustrated in the form of statistical figures and a table. The results pertaining to the study's research questions and objectives are discussed and inferred to find a solution to the research problem and to subsequently conclude the research process.

Type of smartphones used for learning

Within the context of this first question in the self-administered questionnaire, the emphasis was to determine the type of smartphones that adventure tourism students use. This information is required as the extent to which smartphones can be used in the classroom is determined by the functionality of these phones. Figure 1 presents detail pertaining to the type of smartphones that the respondents most often use for university-related work (see Question 1 in Annexure A). As illustrated, thirty three (33) respondents utilise Android phones (89.19%), whereas three (3) of the respondents use other non-specified smartphones (8.11%) and only one respondent (2.70%) does not own a smartphone device.

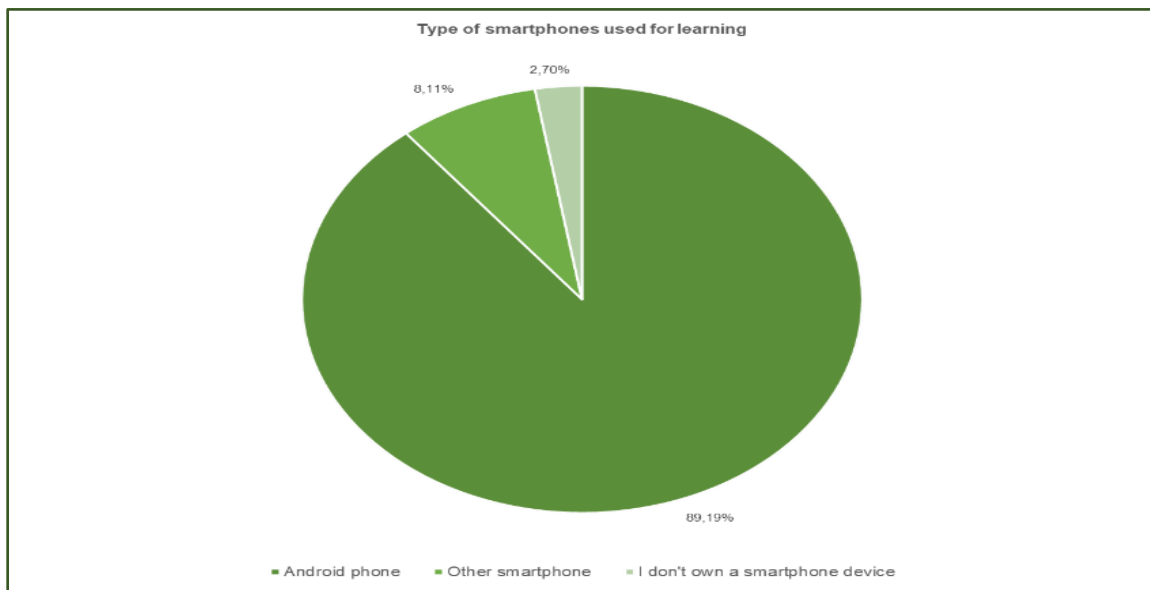


Figure 1: Types of smartphones used for learning

The results are in accordance with Deepend (2015) who identified that 86% of people between the ages of 18 and 24 years old own at least one smartphone for social and/or university-related work. This emphasises the need to BYOD for availing more funding to support adventure tourism students who do not own mobile technology tools, as well as role allocation and/or rotation to include the functionalities of communication, making records, as well as giving and receiving feedback through regular phones to accommodate students who do not own smartphone devices (Yaman, Şenel & Yeşilel, 2015). Moreover, Farley *et al.*'s (2015) suggestion that students are increasingly engaging in informal mobile learning (BYOD) to further their knowledge, is also maintained. The more advanced computing capability and connectivity functionality of smartphones, as opposed to laptops, promote self-awareness and self-regulation, which create an environment for more effective inquiry-based collaborations that result in higher learning outcomes (Sung, Chang & Liu, 2016).

Student learning enhancement

In order to determine whether student learning is enhanced using smartphones (see Paragraph 2.3), Figure 2 presents detail pertaining to the manner in which the use of smartphones contributed to the respondents' learning (see Paragraph 2.2). As illustrated in Figure 2 (see Question 2 in Annexure A), respondents strongly agreed that smartphones used during the lesson enriched their learning experience (n15 or 40.54%), contributed to the successful completion of the lesson (n17 or 45.95%), was appropriate to the content being delivered (n16 or 43.24%), connected subject materials and real world experiences (n18 or 48.65%), helped to make connections to knowledge obtained in other modules/subjects (n19 or 51.35%) and built relevant skills that are useful outside the classroom (n14 or 37.84%). However, two (2) respondents strongly disagreed that smartphones used in the lesson helped them think critically (5.41%).

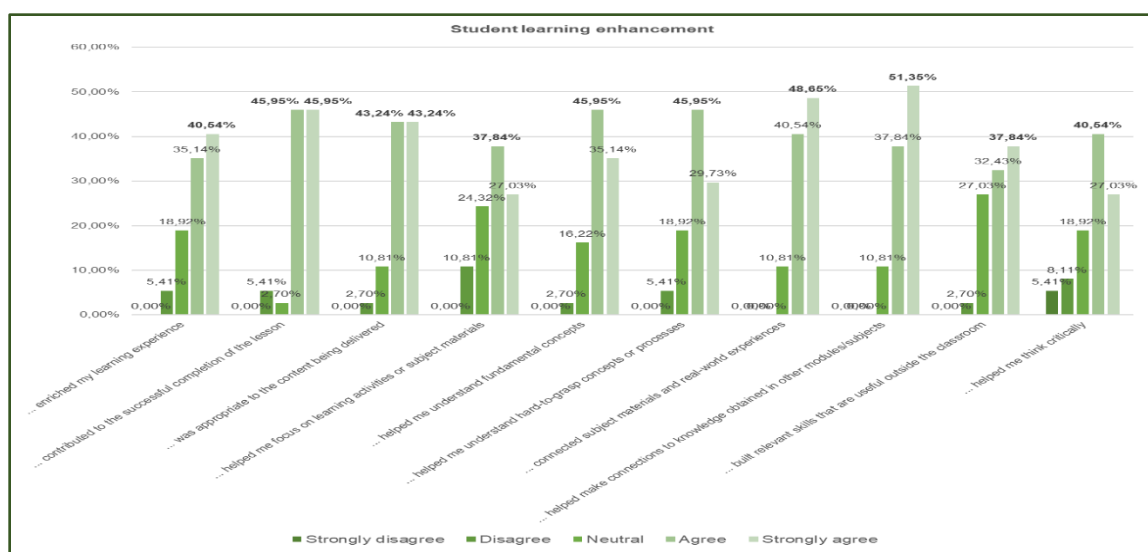


Figure 2: Student learning enhancement

The results are in accordance with Woodcock, Middleton and Nortcliffe (2012) who proclaimed that mobile learning comprises of authentic learning experiences created through the integrated and meaningful use of technological tools to develop, communicate and disseminate knowledge and ideas. Moreover, Heinrich (2012), Hattie (2013) and Farley *et al.*'s (2015) findings pertaining to mobile learning increasingly becoming a more appropriate method to encourage real world problem solving within the classroom, are also maintained. As such, Rezaee and Azizi (2012) and Esterhuizen and Grosser's (2014) suggestion to focus on meta-cognitive and lifelong learning skills becomes relevant as it is required to prepare students to cope within an ever-changing society. However, as Rusman (2011) ascribes critical thinking to interactive collaborations, the inclusion of adventure tourism students who do not own smartphone devices becomes more prevalent (see paragraph 8.1).

Student collaboration enablement

In order to determine whether smartphones assisted adventure tourism students to collaboratively engage in the learning process (see Paragraph 2.3), Figure 3 presents detail pertaining to the means in which the use of smartphones enabled the respondents to collaborate in the learning process (see Paragraph 2.2). As illustrated in Figure 3 (see Question 3 in Annexure A), respondents strongly agreed that smartphones used during the lesson have enabled them to receive feedback from others right away (n17 or 45.95%), to communicate basic messages (n16 or 43.24%) and to use technical or academic terminology correctly (n15 or 40.54%). However, three (3) respondents respectively disagreed that smartphones used during the lesson have enabled them to persuade their classmates why their ideas are relevant to class-related problems or topics (8.11%) and to explain their thought process from start to finish to others (8.11%).

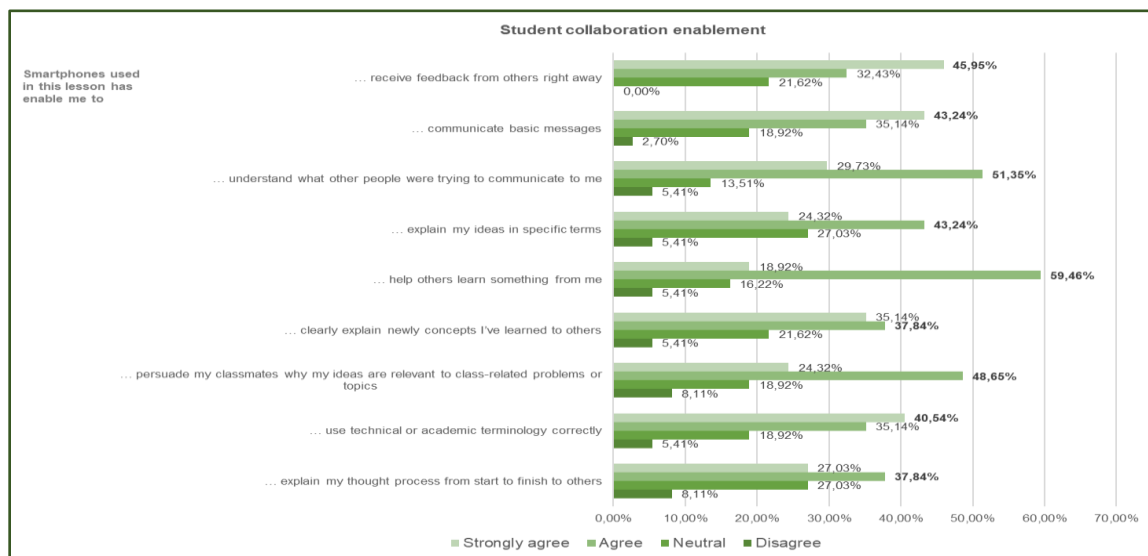


Figure 3: Student collaboration enablement

The results are in accordance with Melhuish and Falloon (2010) as well as Thomas Menon, Boruff, Rodriguez and Ahmed's (2014) arguments that smartphones create a supportive environment to collectively engage, create and impart knowledge and to draw conclusions or develop solutions. Jordan, Carlile and Stack's (2008) views that mobile learning is social and active, knowledge is constructed jointly, and meaning is created through interaction is also maintained. However, Lom's (2012) notion that mobile learning allows for the elaboration of differing individual views is not prevalent in this study. This could be ascribed to the participants' multiple intelligences (profile differences), possible adaptation challenges and their unfamiliarity with mobile learning strategies (Department of Basic Education, 2011). Attention to increase intrapersonal and computer skills is noticeably required.

Overall smartphone experience

Figure 4 presents detail pertaining to the respondents' overall smartphone experience during the lesson (see Question 4 in Annexure A). In agreement with Montrieux *et al.*'s (2015) findings that mobile learning is becoming one of the most effective methods of delivering higher education teaching, Figure 4 illustrates that seventeen (17) respondents perceived the use of technology as good (45.95%), sixteen (16) respondents perceived the use of technology as excellent (43.24%), two (2) respondents indicated that they did not know (5.41%) and one (1) respondent perceived the use of technology as neutral and fair (2.70%).

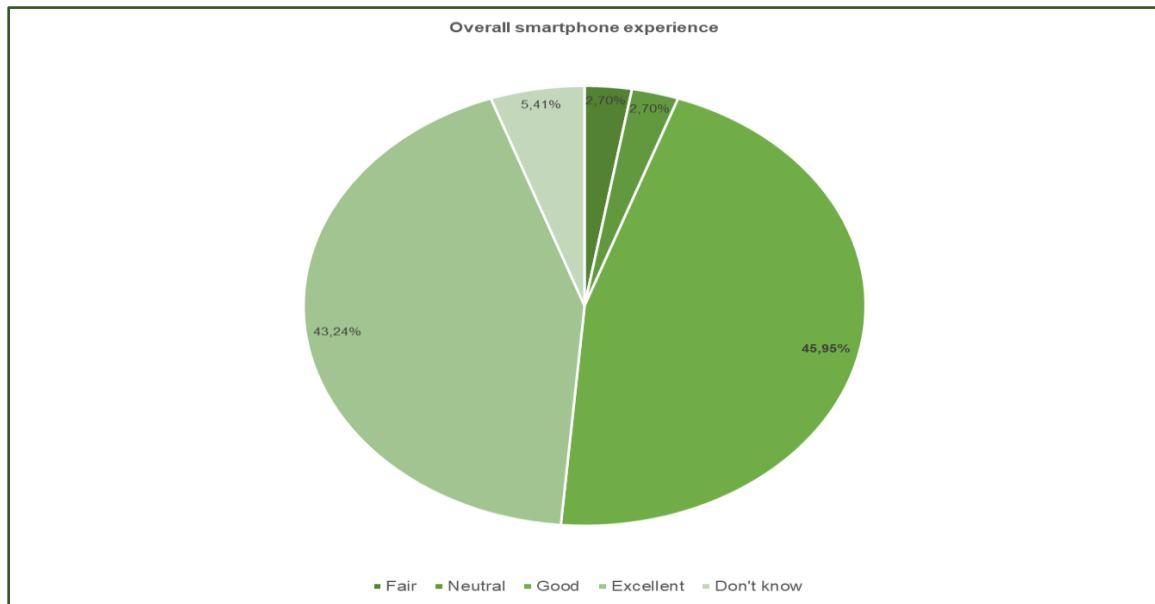


Figure 4: Overall smartphone experience

The results are also in accordance with Rossing, Miller, Cecil and Stampeer (2012) who proclaimed that students would perceive the use of smartphones for educational purposes as valuable because it provides instant access to information and it improves the learning experience by incorporating differentiated learning approaches and preferences. Nevertheless, as indicated in Table 1, twenty six (26) respondents suggested that streamlining the Wi-Fi connectivity (70.27%) could further enrich their learning experience (see Question 5 in Annexure A). Further suggestions for improvement included four (4) respondents requesting more individual work (10.81%) and two (2) respondents requesting free tablets (5.41%).

Table 1: Suggestions for improvement

	Frequency	%
Wi-Fi Network Connectivity	26	70,27%
More Individual Work	4	10,81%
Free Tablets	2	5,41%
No suggestions	5	13,51%
TOTAL	37	100,00%

RECOMMENDATIONS

By determining the manner in which the use of smartphones contributed to the participants' learning (see Paragraph 8.2) as well as the means in which the use of smartphones enabled the participants to collaborate in the learning process (see Paragraph 8.3), it is evident that student learning is enhanced through the use of smartphones, as well as that smartphones assisted adventure tourism students to collaboratively engage in the

learning process. As such, related to the primary research objective of this study, it is recommended that a first-year adventure destinations module at a Tshwane HEI should use smartphones as a social constructivism pedagogical tool for inquiry-supported problem solving. Consequently, it is further recommended to utilise smartphones as a social constructivism pedagogical tool for inquiry-supported problem solving in South African HEIs. Moreover, apps like Educurious, NewsELA, Padlet, Problem Based Learning Experience, Project Foundry, TED Ed and The Knowledge Compass (Lynch, 2017) could also be incorporated in the teaching and learning process to further enhance engagement and collaborative problem-solving skills.

However, to overcome the various limitations and to obtain the maximum effect of using mobile technology for teaching and learning require the reconciliation among technological components (hardware and software), educational goals and objectives (teaching and learning practices in various settings) and users (lecturers and students). To achieve this, Sung, Chang and Liu (2016) propose the functions of learning-oriented software to be reinforced and its applicability and extent to be increased. Moreover, professional training and development programmes for lecturers and students should be provided to develop the required knowledge and skills for adopting and adapting to technology-enhanced teaching and learning. That is, to effectively use smartphones as a social constructivist pedagogical tool, the mobile hardware and software, educational goals, teaching and learning methods, as well as the lesson content should be reconciled for inquiry-supported problem solving.

CONCLUSION

The significance to investigate the ways in which HEIs are considering, utilising and encountering technology in their modules and/or courses are evidently critical. The more proof that can be collected to benefit of the understanding of students' inclinations for and relations to technology, the more prepared staff and HEIs will be to meet the students' needs. Students perceive technology as necessary, even fundamental, to their academic success. Although the degree to which technological supplies can and ought to focalise on student needs for technology has constraints, the significance of using smartphones as a social constructivist pedagogical tool for inquiry-supported problem solving should not be undervalued. Further research could include other modules and/or subjects, senior students, as well as lecturers' opinions pertaining to the use of smartphones for teaching and learning.

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RE-THINKING PLACES: FROM DARK HERITAGE SITES TO SOCIALLY SYMBOLIC SCAPES

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ABSTRACT

This paper considers different meanings attached to dark heritage tourism sites, in particular former concentration camps that were used by Nazis to torture and murder Jews and other minority groups during WWII. These sites were chosen for analysis because they are sites of death and human suffering, associated with the dark original events; until recently, the majority of visitors frequenting these scapes were people with strong personal ties to the sites. The new challenge for current site managers is to rethink the existing perception of these places as dark heritage tourism sites able to engage and deliver value to the new, younger generation of visitors who have no personal ties with such sites and often a limited understanding of the original historical events. Following an evaluation of site managers' and visitors' perceptions of these sites, it was revealed that rather than being dark tourism places, these sites are places of meaningful engagement with the capacity to offer individual visitors and society a space for a co-creative effort focused on learning from the past, re-thinking moral codes and strengthening commitment to humanitarian values, thus able to act as positive agents towards the future.

KEYWORDS: dark tourism; dark heritage tourism servicescapes; expanded servicescape; servicescape management; socially symbolic scapes; memorial education.

INTRODUCTION

There is a close relationship between people and place. A place is a social construction where the physical and social environment is moulded by the people who occupy it. Often there is an emotional bond that individuals or groups develop towards their environment; place shapes personal experiences (Rubinstein and Parmelee, 1992). Therefore in the

context of tourist spaces such as dark heritage sites both site managers and visitors assign meaning to place.

Tourism regions and heritage sites require careful management; sites need to attract visitors, and they need to be managed sustainably. They also need to provide a unique setting so that they can secure visibility to the outside and reinforce local identity to the inside (Columb and Kalandides, 2010). There are many challenges for the managers of dark heritage sites, both in terms of managing sites sustainably and providing a meaningful experience for visitors to the site.

Sites associated with natural or man-made disasters or atrocities have become not only places of remembrance, but also tourist attractions in themselves (Stone, 2006). Many scholars have found that there is a growing fascination with sites of death, disaster and atrocities (Cohan 2007; Logan and Reeves, 2009; Stone and Sharpley, 2008) and dark tourism has emerged as a field of academic study and a topic of media parlance (Foley and Lennon, 1996a, 1996b; Ryan and Kohli, 2006; Sharpley and Stone, 2009, Stone, 2006). Foley and Lennon (1996a, 1996b) first introduced the term 'dark tourism' and used it for the title of their widely cited book. Since then, dark tourism has been defined in a variety of ways and is a rather emotive label (Stone 2006). For example, it has been defined as: the act of travel to sites associated with death, suffering and the seemingly macabre (Stone, 2006); visitations to sites associated with death, disaster and depravity (Lennon and Foley, 2000) and sites of death, disaster and depravity (Miles, 2002); visitations to places where tragedies or historically noteworthy death has occurred and that continue to impact our lives (Tarlow, 2005). It has also been defined as heritage that hurts (Uzzell and Ballantyne, 1998), places of pain and shame (Logan and Reeves, 2009), difficult heritage tourism, and heritage that the majority of the population would prefer not to have (Macdonald, 2006). However there is no overall accepted definition and some argue that the term remains poorly conceptualised (Jamel and Lelo, 2009). Dark tourism is associated with sites linked to the aftermath of Nazism, fascism, communism, genocide, terrorism, slavery, apartheid and extreme poverty (Knudsen, 2011). The literature also refers to dark tourism as thanatourism, using the two terms interchangeably making use of Seaton's (1996) definition of thanatourism as travel to a location wholly or partially motivated by the desire for actual or symbolic encounters with death (Magee and Gilmore, 2015). Miles (2002) distinguishes between places or sites *associated* with death, disaster and depravity and sites *of* death, disaster and depravity, drawing attention to the temporal and spacial distance from original events, thus constructing a 'dark-to-darker tourism' continuum where sites associated with death belong to the dark end of the spectrum while sites of death belong to the darker end (Magee and Gilmore, 2015). However a more positive perspective of dark tourism is that it is a way of relating to and establishing a dialogue with the past (Antze and Lambek, 1996) and remembering the past, activating lived or prosthetic memories (Knudsen, 2011; Knudsen and Waade, 2010).

This chapter investigates dark tourism in the context of four dark heritage sites (former concentration camps) where death, genocide, events of the Holocaust and Nazi Germany atrocities occurred during the Second World War, especially in relation to the Jewish people. These are unique heritage sites and deathscapes as they are inherently

dissonant (Ashworth and Tunbridge, 1996) and intertwined with interpretation and meaning (Beech, 2009). Large numbers of visitors are attracted to these sites and increasingly they are young and non-Jewish. In addition visitors spend long periods of time within the physical environment of sites. Given that the dimensions of dark tourism consumption are not clear, scholars have called for the exploration of dark tourism using inter-disciplinary lens, taking account of tourism and business management concepts (Biran and Hyde, 2013). This discussion evaluates dark heritage sites as places by applying the servicescape (Bitner, 1992) framework to dark tourism site management. The focus of the chapter is to consider dark heritage servicescapes and evaluate the marketing management of dark heritage tourism, within the context of contemporary perspectives on distant dark events.

Visitor motivations at dark heritage sites

In order to consider what site managers need to provide in terms of a servicescape and how best to facilitate visitor interaction and engagement at dark heritage sites, it is useful to consider visitor motivations. There is a significant body of work regarding the investigation of visitor motivations (Biran et al., 2011; Cohen, 2007; Logan and Reeves, 2009; Poria et al., 2006; Seaton, 1996; Stone and Sharpley, 2008) and a range of visitor motivations, perceptions and sought benefits when visiting heritage sites has been identified (Biran et al., 2011). This discussion seeks to shed some light on what sites can provide to facilitate these motivations by providing the opportunity for a range of interactions between the visitor and dark heritage sites. Biran et al. (2011) identified three categories of visitors to heritage sites. The first group of visitors are ‘ordinary’ tourists, who do not have personal attachment or connection with the site. The visit is seen as leisure and visitors seek education and knowledge. The second category of visitors are those with personal connections to the site where the site carries personal meaning and heritage, the visit is not seen as leisure and these visitors are considered to be identity reinforcers. The third group of visitors are ‘ambivalent’ visitors who display some similar characteristics as the first category, often visiting a site ‘to see it to believe it’. These three categories of visitor are illustrated in figure 1.

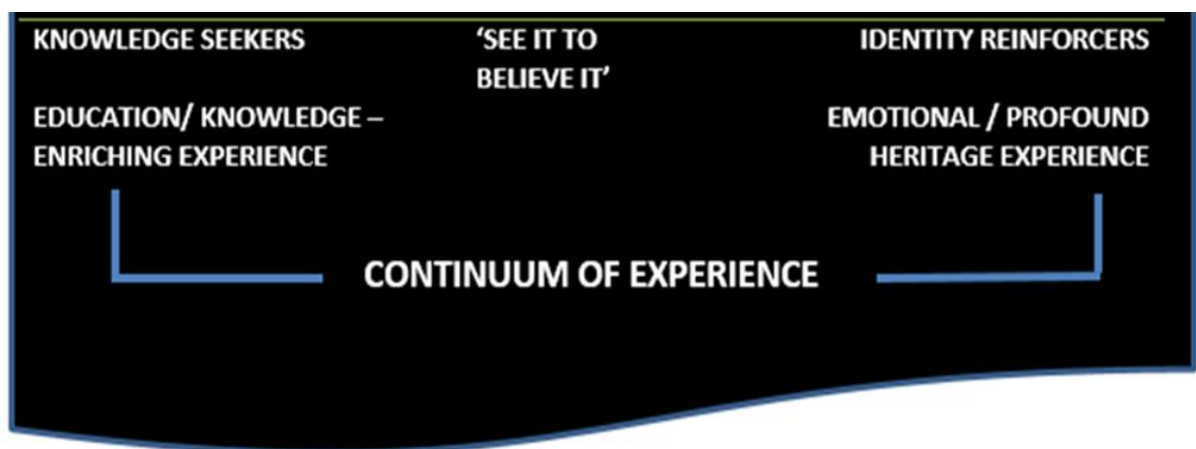


Figure 1: Continuum of Visitor Experience (Magee and Gilmore, 2015)

Visitors to heritage sites seek both personal and social identity. The value embedded in a visitors' onsite experience can be developed through communication with the physical site and interactive experiences that can help them expand their own world view, and to try to understand different world views in relation to how they respond to history and present-day relevance. This has implications for how sites are managed in terms of providing the setting for visitor experience and allowing visitors to learn from the past while acknowledging that not everyone can or will learn in a similar way. Thus the site managers' role will involve trying to facilitate the complex process where visitors and staff can be encouraged to learn from each other and experience a sense of belonging (Magee and Gilmore, 2015).

Dark heritage sites as 'servicescapes'

Bitner (1992) developed the servicescape framework to illustrate the importance of the role of the physical environment upon consumers and employees behaviour in a service setting. The effect of atmospherics and physical design in a physical environment where service experiences occur can impact upon internal cognitive, emotional and physiological responses in both customers and employees. This is particularly evident for service settings such as heritage sites, as the service is usually produced and consumed simultaneously, that is the visitor is 'in the factory' (Bitner 1992, p.57). The physical environment is rich in cues and may be very influential in how consumers and employees behave and respond within a specific setting. Conceptualising the heritage site as a servicescape where visitors seek to understand and interpret past events is a useful way of recognising the complexity of the visitor's total experience and the challenge for site managers' in providing a servicescape that can deliver a continuum of experience.

The *physical* environmental elements that impact upon both customers and employees behaviour as identified by Bitner (1992) are: ambient conditions, spatial layout/functionality and signs, symbols and artefacts. Ambient conditions, for instance temperature, air quality, noise, music, visual factors like colour, shape and cleanliness are generally the most obvious and easiest to identify environmental factors and include controllable observable stimuli (Bitner, 1992). Space and functionality refers to how layout, equipment and furnishings contribute to the consumption experience (Harris and Ezeh, 2008). Signs, symbols and artefacts includes a combination of what can be described as rudimentary, but still necessary systems of signs (i.e. giving directions), as well as more complex symbols that can create particular types of impressions (Bitner, 1992). These signs and symbols can relate to both the intended meaning from the site manager's perspective, as well as the personal meaning constructed subjectively, by consumers (Rosenbaum 2005).

Most importantly, Bitner's (1992) servicescape model illustrates the importance of the physical site where the service delivery occurs and its impact upon visitor experience. Responding to Bitner's (1992) call to move beyond a consumption setting's physical dimension and to consider the less tangible dimensions present within a consumption setting, Rosenbaum and Massiah (2011) conceptualized an expanded servicescape framework that adopts a multi-disciplinary approach to take account of other

environmental stimuli and components that influence customer behaviour and social interaction. It comprises four environmental dimensions: physical, social, socially symbolic and natural. These four categories of stimuli may enhance or constrain employee and customer approach or avoidance decisions and social interaction behaviours. Rosenbaum and Massiah's (2011) framework develops the original servicescape framework to a more advanced position (while retaining Bitner's core concept); the extended servicescape model treats the consumption setting holistically, as comprising of not only the setting's physical, built and manufactured dimension already reviewed by Bitner (1992), but also of the social (i.e. human), socially symbolic and natural dimensions that together "act in unison to influence customer behaviour" (Rosenbaum and Massiah, 2011, p.481). Figure 2 illustrates a simplified adaptation of the expanded servicescape framework advanced by Rosenbaum and Massiah (2011).

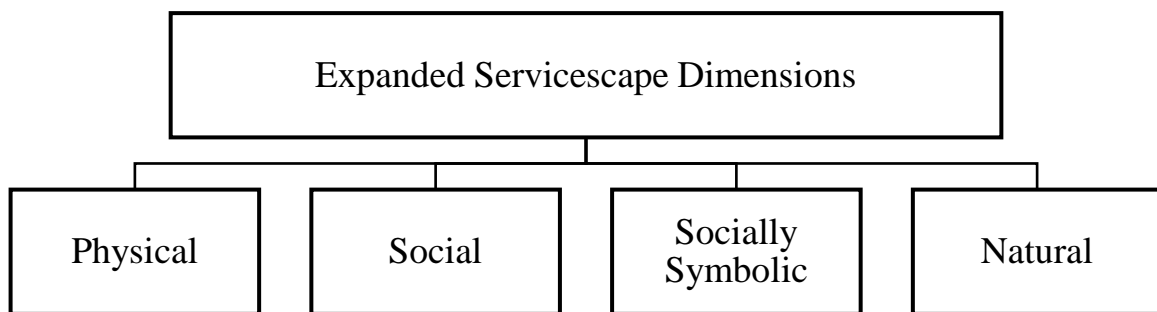


Figure 2: Expanded servicescape (adapted from Rosenbaum and Massiah, 2011)

The *social* dimension incorporates the complex human dimensions that are evident at dark heritage sites linked to crimes of death, genocide, suffering and tragedy. As stated by Proshansky (1978, p.150) "there is no physical setting that is not also a social, cultural, and psychological setting". Basing their social dimension on previous research (Rosenbaum and Montoya, 2007), Rosenbaum and Massiah (2011) conceptualized the social dimension as being comprised of: consumers, employees, along with their density in the setting and their expressed emotions. For dark heritage sites the social dimension gains multiple other facets, as it includes the humanistic dimension defined by additional stakeholders, in addition to visitors and employees. There are several groups and unique sets of social connections that require careful investigation and examination in terms of site management implications. Centrally, the victims and the historical evidence manifested in comprehensive biographical research and statistical data that supports the human stories has enabled a differentiated portrayal of the multinational victimised collective often referred to as "prisoner society" (Perz, 2013). Some of the victims are also survivors, another significant stakeholder category, whose testimonies and power of influence has been and continues to be significant, on many levels, representing a legacy for future generations to come. Victims' and survivors' families are another category, often actively involved in the present life of the site, especially through education, communication and commemorative activities.

A new and challenging dimension within the overall social spectrum that seeks to capture all of the humanistic components is the emergence of the “perpetrators’ society” (Durr et al, 2013) which 21st century memorial education requires to be revealed, deciphered and communicated, adding a new, unique, challenging, yet essential perspective to the already multi-layered, multi -faceted narratives at sites of death, genocide and human suffering. This is an equally sensitive and challenging part of the continuously evolving narrative present at dark heritage sites (Gluck, 2013), and a specific example of atrocity heritage (Ashworth and Tunbridge, 1996, p.21).

The *socially symbolic* dimension relates to the understanding gained at dark heritage sites and how the various site’s own attributes, history and connections with different social and ethnic groups manifest themselves as a source of meaning(s). The potential for ‘dissonant heritage’ (Tunbridge and Ashworth, 1996) at sites of death, genocide and human suffering is recognised. This relates to how the past, its conserved artefacts and remembered personalities, symbols and associations are related to specific social and ethnic groups and how such connections between the site’s evidence and these groups provide specific meaning(s).

The *natural* dimension refers to the natural setting, the geographical and topographical location of each site that are essential for the assessment of the authenticity of the site and its history. The rationale for the inception of the camp or site and the subsequent life of each camp during its existence were often dictated by the geographical position and the proximity to natural resources or other points of economic interest (Geyer et al, 2010). The natural vegetation was and continues to be of significant importance to sites of death and genocide, as often trees and woodland areas provided the camouflage under which heinous crimes took place.

These four servicescape dimensions are key components of heritage sites. While acknowledging the fundamental importance of the physical aspects of a site, the combination of the social, socially symbolic and natural dimensions are crucial to the visitor experience and to the management of dark heritage sites. Site managers have the opportunity to design servicescapes that offer unique and enlightening service interactions and experiences for visitors, with the potential to make visitors more sensitive to human suffering and aware of threats to humanity so that they can be prevented in future. The sites can only speak to the visitors if they are assessable and legible through explanatory labelling, clear communication and interpretation.

Re-thinking dark heritage site servicescapes

The chapter draws on a recent study of the nature and role of servicescapes at four dark heritage sites of death, genocide and human suffering which were former concentration camps during the Second World War (Magee and Gilmore, 2015). These sites were chosen because they are sites of death and dark events and until recently the majority of visitors were people with strong personal ties to the sites. The new challenge for site management is to rethink the existing perception of these places as dark heritage sites so that they can engage with new, younger visitors who have no personal ties with sites.

The four sites that were investigated were the Auschwitz-Birkenau memorial and museum in Poland, Dachau concentration camp and Sachsenhausen concentration camp in Germany and Mauthausen concentration camp in Austria. Auschwitz-Birkenau memorial and museum is located in Poland, near the town of Oswiecim, 42 miles from Krakow. It was established in 1940 for political prisoners and became an extermination camp until it was liberated at the end of the Second World War in 1945. The site is divided into 2 parts, Auschwitz 1 and Auschwitz 11-Birkenau which are situated 2 miles from each other, in a total area of 472 acres. Today the memorial and museum include the original camp blocks, guard towers, walls and places where prisoners were executed, remnants of four crematoria, and areas where human ashes were deposited. Mauthausen Concentration Camp memorial is located in Austria on the outskirts of Mauthausen village, 13 miles from the city of Linz. It was established in 1938 for political prisoners and became an extermination camp until it was liberated at the end of the Second World War in 1945. The site is close to granite quarries, where inmates were enlisted to work in the armaments industry from 1942. Today the memorial site includes the sick camp and quarry, reconstructed and original structures, a modern visitors' centre and a cemetery. It is surrounded by meadows and countryside landscape with views of the nearby village and the site is visible to local town's people.

Dachau Concentration Camp memorial is located in Germany, in the town of Dachau near Munich (approximately 13 miles away). It was established in 1933 for political prisoners and became an extermination camp until liberation at the end of the Second World War in 1945. Today it is a memorial site with some original and reconstructed buildings, crematoria, exhibitions, religious monuments and memorials. A visitor centre with a reception area, information desk, café and bookstore opened in 2009. Sachsenhausen concentration camp is located in Germany, 22 miles north of Berlin. It was established in 1936 primarily for political prisoners and became an extermination camp during the Second World War. It was liberated in May 1945. The site is positioned in an industrial area with workshops where prisoners were forced to work. It became Sachsenhausen National memorial in 1961 when many original buildings were removed. Today the camp is a museum and memorial. Several buildings and structures have been reconstructed, including guard towers, crematory ovens and camp barracks.

The key characteristics, the main mission and purpose of each site were investigated. Prior to site visits, detailed analysis of site related documentation (reports and website material) was carried out. The documents analysed included annual reports from each site; the Auschwitz-Birkenau 'preserve authenticity' project summary (2012); 'the past and the present' brochure; the Auschwitz-Birkenau state museum in Oswiecim guide book (2012); 'the place where you are standing' album (2013); the Dachau concentration camp memorial site 1933-1945 text and photo documents CD; the Dachau concentration camp script for walks and tours; memorial site Dachau, Bavarian memorial foundation guidebook; the Mauthausen memorial website, the concentration camp Mauthausen 1938-1945 catalogue (2013); the concentration camp Mauthausen 1938-1945, the crime scenes of Mauthausen – searching for traces, room of names bulletin (2013); Sachsenhausen concentration camp 1936-1945 events and developments (2011); the 'truth booth' at Sachsenhausen, user feedback station cards; Sachsenhausen memorial and museum guide (2012) and website.

Observations of the site topography, natural and physical environment and artefacts were carried out during site visits. Face to face and online interviews were carried out with managerial decision makers, including site managers, heads of education, press officers, site spokespersons and site guides. These interviews explored management perspectives and priorities for each site servicescape and how they engage with visitors. Semi-structured interviews were carried out with a total of sixty visitors (across the four sites) regarding their perceptions of the site servicescapes and their experiences on site. Interviews were recorded and transcribed in full. The Rosenbaum and Massiah (2011) expanded servicescape framework components of physical, natural, social and socially-symbolic were used to guide the research and are used to present and illustrate the challenges for site managers at these dark heritage places today.

The physical and natural environment

The physical and natural dimensions are closely intertwined at dark heritage sites. Each site encompasses expansive areas of land which provide the physical and natural servicescape for the entire visitor experience. Observations at these sites and interviews with both managers and visitors regarding the role of the physical and natural environment revealed that the place itself was vitally important to both visitors and managers. Site managers indicated that attention to the physical and natural servicescape was often their prime focus and it was sometimes a struggle to maintain the authenticity of sites because of the size of the sites and the number of buildings that need to be maintained. The main function of each site is to preserve the physical structures and remnants of the site that remain from the past and to use these to underpin research and education initiatives. The natural environment includes areas which are mass graves containing human ash. Visitors are exposed to the topography and the elements when on site, therefore the vegetation and weather conditions contribute to the overall ambience.

Both site managers and visitors recognised the fundamental value of place authenticity associated with the different roles of dark heritage sites. They are memorial sites, they commemorate the dead and suffering, they are sites of mourning, and are witness to painful and cruel events. Site managers focus on the authentic physical and natural dimensions of the site to ensure that they have meaning for visitors, explicitly in terms of the tangible aspects and artefacts and also in relation to the meanings and historical narratives that underpin the sites. Conservation of authenticity is one of the most important challenges site managers need to address as it is perceived to be the underlying motive behind personal and community groups visits to dark heritage sites. Place authenticity is also difficult to encapsulate as it is closely embedded in remembrance and commemoration; the physical site is linked to the importance of where specific dark events occurred. As memorial sites they need to be managed as authentic physical and natural sites; and they need their meaning to be communicated to visitors both as individuals and as communities.

At Auschwitz-Birkenau the ‘natural environment is very important as mass graves and areas containing human ash are located in various places... which makes the site beyond all other functions a cemetery, a resting place’ (Press Officer, Auschwitz-Birkenau). At Sachsenhausen, managers indicated that the original buildings and structural remains of

the concentration camp were ‘guarantors of the memory’, therefore it is important to preserve them. At Dachau managers emphasised that the original aim of the site was closely linked to the victims, survivors and their relatives, therefore the place is important at it is an address where they can remember and mourn the dead and the suffering; ‘a tangible address for the victims, survivors and their relatives’ (Dachau site manager). The physical and natural environment was described as a site of mass murder, a crime scene at Mauthausen where the former concentration camp is a ‘stone witness’ to past events. Visitors stated that the physical and natural environment and exhibitions were central to their experiences on site; for them it was important to visit the site where real historical events took place.

The artefacts were also important in illustrating the story and authenticity of each site. Artefacts include the exhibits that were prisoners’ personal effects, these enable visitors to make an empathetic connection between this site, the victims of the work camp and their own life, now in the present (Head of Education, Dachau). These include objects, photographs and documents that belonged to the victims. Artefacts evoke empathy with the victims, for example when they see baby clothes and toddlers pushchairs (Auschwitz-Birkenau), they tend to imagine their own families. The buildings and site remnants testify to the tragic history and make it possible for visitors to try to imagine life within a concentration camp. Visitors commented that the physical environment and the use of authentic artefacts which previously belonged to victims and survivors were particularly poignant in their overall understanding of what happened at these sites. For example, ‘I saw the scale and intensity of wrong doing..’ (visitor at Sachsenhausen Site); ‘this is so much more than what you learn from books, what you learn here in a day and seeing it with your own eyes, you will never forget’ (visitor at Sachsenhausen site); ‘walking through the woods and seeing the mass graves made me realise the extent of the horror’ (visitor at Dachau site).

Social and socially symbolic dimensions

In recent years site management have been re-thinking their approach to interpretation, communication and visitor interactions on site. The challenge for site managers is in ascertaining how best to draw meaning from the past for visitors with different backgrounds and perspectives. Today there is an increased focus on education and interpretation, and to provide a servicescape that will encourage visitors to co-create their own unique experience at these sites. The aim is to build on the site’s authentic characteristics by providing a relevant and engaging experience. Given that many visitors today have no personal attachment to the sites and may be seeking a ‘see it to believe it’ or knowledge seeking experience, site managers recognise the importance of interpreting the meaning and history of the sites and that there are some larger contextual issues to be explained. In particular the historical, social, political and economic context of each site’s existence and why they were created. This has led to a wider management agenda in rethinking the interface with visitors and the social and socially symbolic dimensions of sites.

As the distance in time grows since the atrocities were committed, there is a noticeable difference in visitor profiles at these sites. Many visitors are younger than those in the past and many have no personal attachments to sites in contrast to times past when many had emotional ties to specific sites. In addition visitors today represent a wider range of ethnic background than previously; for example people from Asian countries not directly affected by National Socialism and the Nazis such as Japan and South Korea, now visit the sites in large numbers. This lack of visitor familiarity with the specific history of sites has led to the need for more explanation regarding how sites could have existed within a populated region, relatively unhidden from local people. Site managers have recognised that more explanation is needed and that the narrative has changed since the 1950s when local people perpetuated the story that they did not see anything or know what was going on at concentration camps. Today the narrative at sites recognises that both perpetrators and victims were recruited from society and without society's knowledge and active support the camps could not have existed. To achieve this, communication at the sites relate to the changing need of visitors in terms of their familiarity with the history and context of the sites, the nature of interpretative methods and educational material.

Each site offers tours for visitors' from different backgrounds and levels of knowledge with the aim to provide a dynamic, interactive educational experience for visitors. There are different types and lengths of tours, visitors have the opportunity to visit many places of interest. For example the standard tour at Auschwitz-Birkenau takes three hours, and the extended tour takes 6 hours. There is also a tour offering an enhanced educational experience with a high level of interpretation and educational activities. Each site offers tours specifically tailored for school groups. Developmental work on the pedagogical concept is on-going. The education concept is based on the interaction of three components: documentary evidence, topography of site and visitors perspectives. Visitors' are presented with the whole human spectrum of perspectives: victims, perpetrators, collaborators and bystanders. For example at the Sachsenhausen site, visitors can identify with the individual biographies, they can see similarities between their own life and that of the prisoner, they can guess how sad and tragic it had been for that person (Site guide, Sachsenhausen site). Tour guides are the interface between the site and the visitors. They are trained to use questions as a way to incorporate the visitor into the tour and to make it more interactive where possible. For example, at Dachau visitors are invited to be active participants, to ask questions and they are guided to observe artefacts. At Auschwitz-Birkenau visitors walk the actual path where victims stepped down from the trains and follow it to the crematoria where victims were murdered. Each site endeavours to have well trained guides who can tailor the message to suit groups with different backgrounds and level of knowledge about the site. Site managers stated that the aim was to change site guides into educators (Head of educational projects, Auschwitz-Birkenau).

The role of the tour guides are vital to visitors' on-site experiences. For example at the Dachau site, a visitor commented that 'our guide was amazing, she transported us to the days when terror lived in that place'. Visitor perceptions of the interpretation and social interaction at sites was central to their experiences, and the observation of artefacts illustrated that the victims were normal people with normal lives before they were deported to concentration camps. A visitor at Sachsenhausen commented that the visit 'made me

think of myself and my family, what if something like this happened to us?’ Visitors’ engagement with site artefacts and social interactions on-site helped them realise the extent of the horror and sadness of the historical events.

Challenges for management at dark heritage sites

All the site managers emphasised that they wanted their dark heritage site to be about sensitive heritage rather than dark tourism. They did not like the term ‘dark’ heritage sites and did not see their role in relation to dark events but rather to enlighten visitors and to help society learn from the past and reflect on social morals. The Senior Officer at Mauthausen emphasised that the site was not a place of dark tourism, but that it was about providing a cognitive understanding of the world. The aim was to take a step away from a defensive understanding of history and move towards an active engagement with the past. Similarly the Director at Auschwitz-Birkenau indicated that it was important to explore the Auschwitz tragedy to help people get to know the world better, but also to present the entire sphere of human hope, challenges and threats. Site managers would prefer the sites to be managed as sensitive heritage sites. The aim of all levels of management at the sites was to trigger the visitor to reflect on ‘what has this to do with me?’ (Head of Education, Dachau). The story of each site indicates that there is a permanent danger, the negative potential of human beings to do harm and the sites’ aim is to alert visitors to the dangers of mankind’s inhumanity to mankind. Site managers also aim to focus on the stories of survival and how society can learn from the sites rather than being fascinated by dark or macabre events. The educational messages that underpin the importance of learning from past atrocities are designed so that they can be absorbed both on a personal level and on a wider communal level, so that people may contribute to their own communities and to help build a better world. Fundamentally many visitors wanted to focus on how to transform tragedy into survival and focus on the value of life, rather than having a negative experience based on stories of sacrifice, loss and tragedy. The overall message from these sites was aimed at encouraging people to go forward with a reinforced belief that empathy, respect and humility are vitally important human values.

Managing these dark heritage servicescapes involves managing the physical and natural components for the site while recognising that interactive communication and education is important in underpinning the social and socially symbolic dimensions. Visitors’ are not passive recipients of information but have social, psychological and cognitive baggage and different perspectives regarding distant historical events. Traditionally site managers’ have focused on maintaining the physical environment and original artefacts as this has been important in maintaining evidence of dark events, remembering the past and commemorating the dead. Although this continues to be important today (as the authenticity of the servicescape is a fundamental component for visitors’ experiences at dark heritage sites), the social and socially symbolic meaning experienced at the sites are equally important. Today heritage sites want to disassociate themselves from concepts and labels of ‘dark tourism’; and instead they want to focus on maintaining authenticity and the original purpose of the sites while making them meaningful and relevant for today’s visitors.

The social dimensions relate to site interpretation and the role of guides in providing the historical background and making sense of the sites for visitors. Both the social and socially symbolic dimensions are vitally important in connecting visitors with a site. On site experience can be created and embedded in the visitor's experience through communications with guides and artefacts in addition to the physical environment. These aspects of site experience have been developed and expanded in recent years. Site managers view education and interactive communication as vitally important in reaching a new generation of visitors, to tell the whole story from victims, survivors and perpetrators perspectives within the historical context. A new generation of visitors are less likely to have an emotional link to the sites, but want to understand what happened at these sites and why it was allowed to happen. Today these sites increasingly focus on education and interpretation and they aim to provide a servicescape where different types of visitors can engage. The socially symbolic dimensions are integral to facilitating the creation of both personal and societal meaning, the interactive experience encourages visitor engagement at sites. Whether visitors have personal attachment or not, significant or little knowledge of this period of history, servicescapes aim to offer an authentic site (physical and natural dimensions) in tandem with the interpretative (social) and socially symbolic dimensions (place meaning) that facilitates visitor engagement.

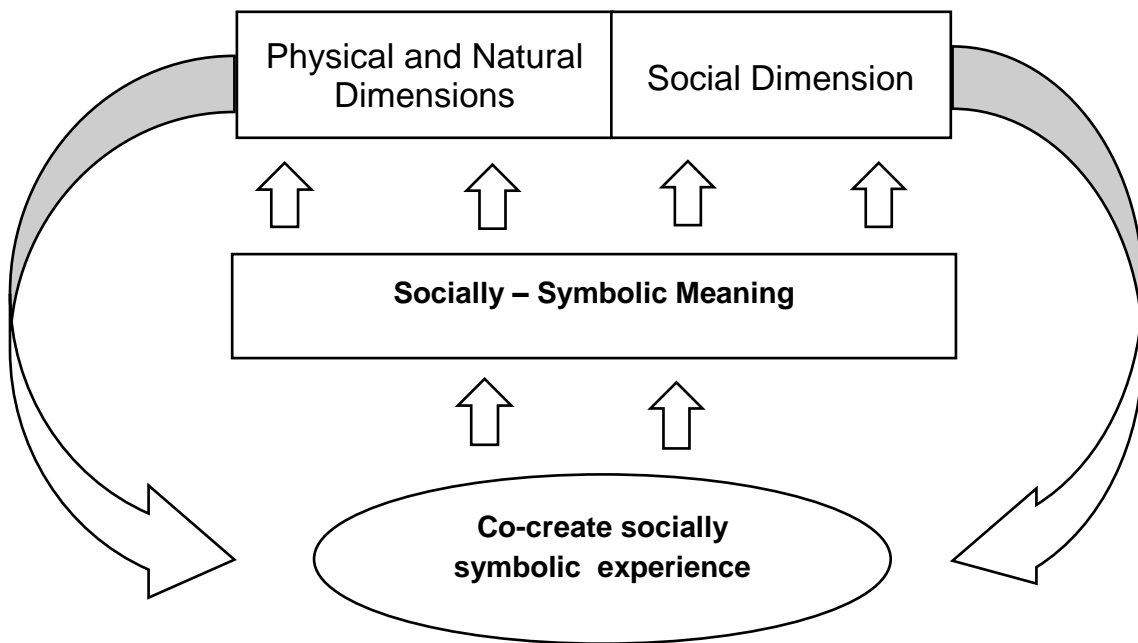


Figure 3: Socially symbolic experience

Site managers recognise the different visitor motivations and aim to deliver a dynamic mix of site authenticity and enhanced interpretation that will facilitate socially symbolic meaning. To this end, dark heritage site servicescapes provide the backdrop for the co-creation of visitor experiences. Thus dark heritage sites can be symbolic sites that deliver authenticity, interpretation, social interactions and meaning so that visitors can engage and

co-create their own unique experiences; and use these experiences to contribute to societal values in the wider context. In an ideal world, individual visitors can learn and reflect on the site narrative; and they can contribute to society by endorsing social change, global citizenship and community cohesion.

Figure 3 illustrates the interrelationships between the expanded servicescape dimensions at dark heritage sites. The physical and natural aspects of the servicescape provide the setting for the on-site social interactions between the site employees and visitors. These interactions and experiences help visitors to co-create socially symbolic meaning and learning onsite. Together these interactions contribute to both site managers and visitors ability to develop empathy, understanding and meaning in relation to the tragic historical events.

Conclusion

Overall dark heritage sites offer society a place where it can consider moral codes and issues, the role of such sites is to enlighten society about the atrocities of the past and strengthen society's commitment to humanitarian values. These sites aim to become established places of learning, where the public are invited to view the historical remains and to visit explanatory exhibitions in order to understand events. Currently heritage sites have an increased focus on education and interpretation and are moving from a focus on managing physical sites to the co-creation of experience between site and visitor. Site managers want to disassociate themselves from 'dark' tourism and be more closely involved in enlightening a new generation of visitors.

There has been growing scepticism of the pertinence of the connection between the history of the holocaust and issues of human rights. Some argue that there is a danger of distorting history when it is used as a means to acquire ethical lessons. To arrive at certain educational goals the symbolic meaning of past atrocities may be misused, depreciating and contradicting the true meaning of the events. Thus there is a need for a sensitive approach to managing sites and providing the setting for visitor experience. A sensitive approach needs to balance the need to learn from the past while acknowledging that not everyone can or will learn in a similar way. It is a complex process and people should be encouraged to learn and draw socially symbolic meaning from each other; site managers and visitors with different backgrounds, culture and histories can contribute by facilitating the process and scene setting.

The value and role of the servicescape in relation of dark tourism sites is to engage with visitors and be cognisant of the growing scepticism and different perspectives regarding past events. In re-thinking the role of dark heritage sites, managers increasingly adopt the role of facilitator and co-creator of social communication, cooperation and socially symbolic meaning. The success of each site relies on the visitors' engagement and power to co-create a meaningful experience for themselves, others and society.

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A CASE STUDY IN ESTABLISHING EFFECTIVE TEACHING AND LEARNING
PEDAGOGIES FOR TOURISM STUDIES AT THE TSHWANE UNIVERSITY OF
TECHNOLOGY, SOUTH AFRICA

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ABSTRACT

Employers within the tourism industry demand workforce that have versatile skills to make well-informed decisions, to anticipate future challenges, and to work in collaboration to solve inevitable challenges and business threats. Hence, the main purpose of this paper is to establish effective teaching and learning pedagogies for tourism studies at the Tshwane University of Technology. It may be true that most studies recommend student-centered pedagogy to replace traditional teacher-centered pedagogy, but, few studies indicate that if these two pedagogies are well integrated, they can improve and ensure effective learning. Combination of these pedagogies results in 'centered' classroom which suggests that teachers should carefully adapt their pedagogical approaches based on available resources that stimulate effective learning. In order to meet the needs of the 21st century employers and students, technology must be integrated in the learning environment. These suggests that teachers need to advance their pedagogical competences to produce versatile graduates.

KEYWORDS: Pedagogy; Student-centered pedagogy; Teacher-centered pedagogy; Technological pedagogy.

TEACHING WITHOUT TEXTBOOK:
TRANSFORMATIVE CASE STUDY OF INTRODUCTION TO TOURISM
MANAGEMENT

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ABSTRACT

The rapid changing of the world requires both instructors and students to integrate the changes into their teaching and learning styles. The advanced technology is one of the representative factors underlining the shift. This study is conducted as a case study to adapt the traditional instructor-driven teaching to student-oriented active learning by redesigning the course of Introduction to Tourism Management through determining the scope of learning and teaching materials without the textbook and designing how students are engaged in gathering and disseminating the materials. Removing outdated textbook, the redesigned course invites students to utilize the Internet and online resources that they are familiar with and participate in the process of creating learning materials. With redesigned teaching and learning materials and knowledge delivery methods, students are able to play with the elements of the tourism system on the platform and obtain the ownership throughout the process, and ultimately achieve active learning.

KEYWORDS: Education transformation; Case study; Technology; Tourism management

MOBILE SAVVY SENIORS: A UNIQUE SEGMENT FROM CHINA

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ABSTRACT

Emergent socio-economic, political changes and shift in family structure in urban China is shaping a newfangled group of Chinese seniors. The liu shou lao ren, or the "left behind" elderly in urban China are finding solace in social media as a medium to connect with their loved one. Recent efforts from the Chinese government, dedicated to educating seniors in Beijing on the use of smartphones has brought a shift in the use of technology and mobile phones by urban seniors. The present study identifies an emergent sub-segment of Chinese seniors within the urban population based on their MIT use and attempts to present insights into the behavioral attributes specific to this market. This study used the social media mobile application, WeChat to survey MIT enabled Chinese senior travelers. Participants were recruited from urban cities in China via snowball sampling. Quantitative data were analyzed to answer the following question, Who is the new age, mobile-savvy Chinese seniors? Are they breaking the stereotypes of traditional Chinese senior outbound travelers? How is MIT effecting the travel behaviors of this segment?

KEYWORDS: Behavior; Chinese senior; Mobile IT use; Senior travelers; Travel behavior.

FACTORS AFFECTING COLLEGE STUDENTS' USE OF CTRIP WEBSITE: STATISTICAL ANALYSIS AND RESULTS

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ABSTRACT

College students are becoming important consumers of online travel products and services. Consequently, it is important to understand the consumption attitude, motivation and the factors affecting college students' use of tourism websites. We conducted a survey among college students from several Chinese universities. The survey included 8 basic questions and a Likert Scale with 25 items measuring website usability, information quality, website security, etc. Data were collected using an online survey tool and posted on social media vehicles. A total of 206 valid responses were obtained. The descriptive statistics and the results from a stepwise regression analysis show that social group influence, website information quality, website back-end support ability, website security and monthly living expenses are positively correlated to the students' use of Ctrip website. Interestingly, this study shows no significant relationship between website usability and the use of Ctrip website. The findings of this study are important for tourism businesses seeking to improve their website design, marketing strategies and online services.

KEYWORDS: College students; Ctrip; Statistical analysis; Tourism website

TOURISM DIVERSITY & INCLUSION IN THE U.S. PRESS: A TEXT MINING ANALYSIS

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ABSTRACT

The increasingly diverse tourism and hospitality industry requires stakeholders and policy makers to focus more on advocating and providing equal opportunities to all. With the accessibility to the majority of population, mass media plays a prominent role in addressing social issues and promoting social changes. This study is designed to explore the themes of tourism and hospitality diversity and inclusion reported in the mainstream newspapers in the U.S. through a text mining approach. The results show that there has been a significant increase in the amount of news articles reporting diversity and inclusion issues in the hospitality and tourism industry since the announcement of the MDGs in 2000. However, the discussion on diversity and inclusion issues in the tourism context has been distributed inadequately and unevenly among popular destinations in the U.S. mass media.

KEYWORDS: Diversity and inclusion; Mass media; Text mining; Tourism and hospitality

WORKING PAPERS

TASTE THE FREE STATE - THE QUEST TO ASCERTAIN A FOOD IDENTITY
FOR THE FREE STATE PROVINCE, SOUTH AFRICA

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ABSTRACT

The tourism industry is a major contributor to the global economy and an employer of millions. Food forms a major part of tourism and food tourism is a growing sector. Numerous destinations have actively promoted their food and benefitted from it, but this is not the case in the Free State province, South Africa. The Free State is one of the least visited provinces in the country and the province with the highest unemployment rate. The province also has no clear food identity when compared to the Western Cape and its' Cape Malay cuisine or KwaZulu-Natal and its' unique Indian dishes. This paper will aim to address establishing a food identity for the Free State province to drive a "Taste the Free State" campaign, empower local small food businesses, draw more tourists to the province and ultimately create more jobs in the tourism sector in the Free State.

KEYWORDS: Food identity; Food tourism; South Africa

DESTINATION IMAGE: IMPACTS OF SOCIAL INTERACTION AND STEREOTYPING

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ABSTRACT

Destination image is a major distinguishing factor in tourism, perhaps more so than in other sectors of the global economy. Tourists choose their destination in a stepwise process, which involves such factors as expectations, preferences, and perceptions of the destination. Various constructs have been formulated for a cause-and-effect relationship between destination image and travel intention. Key concepts in previous studies include loyalty, comparing expectations with experiences, cognition, and satisfaction—all likely to be applicable to potential tourists who have already been to a destination or at least have a relatively clear idea about it. What appears to be under-studied is how factors shaping perceptions about a location affect travel intentions to that specific destination for the first time. This research aims to determine how stereotyping—involving over-generalized beliefs—alongside the mere exposure effect via prior social interaction with natives of a destination impacts pretravel perceptions and travel intentions. Employing the critical incident technique (CIT), scholars and professionals, who tend to travel internationally to attend events in other countries, will be interviewed concerning the image they have about a specific country.

THE IMPACT OF COLLEGE BASEBALL GAMES ON THE SURROUNDING WILDLIFE AND ENVIRONMENT

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ABSTRACT

While scholars have criticized the sustainability of sporting events, others have suggested that smaller scale sporting events, such as college baseball games, may be a sustainable form of tourism development for communities. Little research exists to examine the potential impact of sporting events on the surrounding environment and the wildlife. The purpose of this paper was to examine strategies to measure the impact of sporting events in the form of collegiate baseball games on wildlife and the environment. Three game day events were measured to determine how increased visitors affect noise, light pollution, bird species, squirrel species, and traffic mortality. Overall, the findings of this study suggest that for college level baseball games, there was no observed excessive negative effects. However, ideal weather conditions and low attendance persisted throughout the sampling period, potentially lessening the effects of game day events.

KEYWORDS: Sporting events, Light pollution, Noise pollution, Wildlife impacts, Sustainable tourism

DOMESTIC VERSUS INTERNATIONAL VISITORS: WHO SHOULD BE LESS LOYAL AFTER A TRADER HARASSMENT EPISODE?

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ABSTRACT

The goal of the study was to determine whether tourist type (domestic versus international) could predict a visitor's loyalty intention toward a destination after a trader harassment (TH) episode. In particular, his or her likely to return to the destination, recommend the destination to others and support its micro-traders in the future when the following are statistically controlled the visitor's: age, gender, previous visit to the location (yes or no), region of birth, and intensity of TH personally experienced. Also, both independent t-test and multiple regression analysis were used to analyze the responses to the study's 304 surveys. Tourist type (domestic versus international) was found to be a significant predictor of only the visitor's intention to support the destination's micro-traders. In fact, domestic tourists were found to be significantly less likely to support micro-traders after a TH incident than international tourists. Hence, the next step is to ascertain why.

KEYWORDS: Domestic visitors; Loyalty intention; Trader harassment; Visitor harassment

FOOD WASTE: A COMTEMPORARY ISSUE FOR THE RESTAURANT, HOSPITALITY AND TOURISM INDUSTRY

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ABSTRACT

Food waste in the restaurant and hospitality sector is an issue that has received relatively little academic attention. However, it presents a societal and industry challenge that is imperative to address. Food waste is under researched in the hospitality domain. Other fields have conceptualized the issue and examined it using qualitative methods. The present study proposes to study the problem of food waste in university restaurants, where the population of students is mostly comprised of Millennials and Generation Z students. The results of the study are proposed to help address topics of food quality and portions size, which university restaurants can modify to potentially decrease food waste in the future, and thereby also reduce costs.

KEYWORDS: Food waste, Sustainability, Restaurant food waste, Millennial customers

LIVED EXPERIENCES OF SAME-SEX FAMILIES: AN EXPLORATORY STUDY OF TRAVEL BEHAVIORS AND CHALLENGES

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ABSTRACT

The number of families with same-sex parents are growing across the United States and is expected to grow in the future as policies have become more flexible. While family travel is a big market in the tourism industry, very little effort to tap into understanding the preferences and challenges of families with same-sex parents were put into work. Meanwhile, there are visible challenges that take part in participating in activities as a family for this new category of families, and it includes family travel. This study aims to explore the lived experience and travel behavior of families with same-sex parents in understanding their challenges and preferences specifically in travel and tourism. In-depth, semi-structured interviews will be conducted with LGBTQ+ families with the goal of thematic analysis in serving the purpose of this study. The data will be analyzed adhering to the principles of grounded theory. Reflective responses will be used alongside scenarios of different travel experiences taken from past literature of family travel in designing the interview guide. Research identifying these challenges and the intention to find solutions is vital to improving the travel experiences of modern families. This study will not only encourage recognition of families with same-sex parents but also promote further research in minimizing the challenges for such families during leisure travel in the hopes of enhancing their experience as a family through tourism.

KEYWORDS: Challenges; Family travel; LGBTQ+; Lived experience; Same sex families; Grounded theory.

IMPROVING STUDENT LEARNING IS MORE IMPORTANT THAN THE
TATISTICS: A CASE FOR SCHOLARSHIP OF TEACHING AND LEARNING
(SOTL)

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ABSTRACT

The Scholarship of Teaching and Learning (SoTL) includes a systematic review and reflection of teaching and learning research; the ultimate goal is to enhance student learning and share findings with peers. Past research has shown lessons can increase students' emotional intelligence (EI). This study compared the outcomes of two different types of EI interventions, so that student learning can be enhanced and recommendations shared with colleagues. A qualitative analysis showed that a majority of students in the upper-level class improved their EI score in the area in which they focused.

KEYWORDS: Scholarship of Teaching & Learning (SoTL), Emotional Intelligence (EI)

POSTER PAPERS

FINANCIAL WELLNESS TRAINING: PERCEPTIONS OF HOSPITALITY STAKEHOLDERS

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ABSTRACT

Many hospitality and tourism industry employees struggle financially, which can result in lower overall wellbeing and negatively impact organizational outcomes. However, if organizations offered financial wellness training and programs, employees could improve their wellbeing. The purpose of this study is to uncover the financial wellbeing perceptions and needs of future employees (college students), current employees, and human resource managers. Future and current hospitality employees will be surveyed regarding their financial education needs. Through the Delphi method, hospitality human resource managers will be surveyed to build consensus about their perceptions of employees' financial education needs and the current and potential resources offered by their organizations. Results will lead to strategies that organizations can employ to help employees improve their financial wellbeing and that university hospitality and tourism management programs can use to educate students.

KEY WORDS: Financial wellbeing, Hospitality students, Hospitality training, Wellness programs

VOLUNTEERS' MOTIVATION AND PSYCHOLOGICAL OWNERSHIP ON COMMUNITY ENGAGEMENT AND SUPPORT

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ABSTRACT

A rural festival can be an important contributor to a community's resource base and a means of sustainable community development. Many rural festivals rely heavily on volunteers to remain viable. However, there is limited understanding regarding the role of volunteers in rural community events and their impact on civic life and local leadership development. The primary purpose of this research is to identify the role and impact of festival volunteers on sustainable rural community development using a community capitals perspective. Nine rural festivals in Iowa, Michigan, and Kansas will be selected for the proposed study. Surveys will be distributed to festival volunteers in summer 2019. Findings will portray the current opportunities and challenges of managing volunteers in rural festivals.

KEYWORDS: Rural Tourism, Volunteers, Motivation, Psychological Ownership, Engagement, Community Support

RESIDENTS' PERCEIVED IMPACTS AND SUPPORT FOR EVENTS: A DUAL THEORY APPROACH

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ABSTRACT

Event tourism has been growing fast in recent years. Built upon the existing literature, this research proposes an integrated approach to understanding residents' perceived impacts of events from both individual and community perspectives. Accordingly, the relationship between residents' attitude and perceived impacts is examined at both individual and community levels. The findings will deepen our understanding of the impacts of events on host community and promote the long-term success and sustainability of event tourism destinations.

VISITORS' BELIEFS AS MODERATOR TO THE EFFECT OF HARASSMENT INTENSITY ON THEIR LOYALTY INTENTIONS

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ABSTRACT

Tourism is the key driver of growth as one of the major contributors to GDP and employment in developing countries. Despite tremendous efforts dedicated to the development of tourism, issues, such as trader harassment [TH] encumber the efforts. Given the prominence of tourism for the economic and social growth of the country, maintaining a positive image and a loyal customer base becomes crucial. This study aims to understand the relationship between the intensity of TH experience and the loyalty intention in visitors and, to determine the moderating role of visitors' beliefs about the incidence, after having experienced harassment at a destination. A pilot study was conducted on individuals that had personally experienced intense TH while on vacation over the last five years but would return to the destination, recommend the destination to others and/or support traders in the future. Based on the finding of the pilot study, in tendon with the literature review, current study hypothesizes that, 1) the intensity of TH experienced [THI] at a destination will be a significant predictor of visitors' loyalty intentions, and 2) this relationship would be moderated by beliefs held by the visitors about the TH incidence at the destination. The study will empirically test the proposed framework with a comparison between two distinct destinations, India and Mexico. Since there is no existing instrument to measure THI, the study also undertakes to generate and statistically validate an instrument.

KEYWORDS: Beliefs; Loyalty intension; Moderators; Trader harassment; Visitor harassment.

VIRTUAL REALITY VISUALIZATIONS VERSUS TRADITIONAL VISUALIZATIONS IN HOTEL WEBSITE SETTINGS

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ABSTRACT

The objective of the current study was to investigate how VR visualizations compare to photos as a marketing tool for hotels. The specific research questions were: (1) how do VR visualizations compare to traditional visualizations in terms of emotional responses? (2) how do VR visualizations compare to traditional visualizations in terms of evaluative responses? (3) how do VR visualizations compare to traditional visualizations in terms of task efforts and experiences associated with technology? A quasi-experimental study was conducted to answer on the questions stated above. A boutique hotel lobby and a guest room were captured as traditional photos, panoramic photos, and as VR visualizations. Subjects were randomly assigned to one of the three types of visualizations. The sample comprised of 144 Midwestern university undergraduate students. Parametric and non-parametric tests were conducted. The three conditions demonstrated statistically significant differences for several variables. VR condition group were more hopeful, excited, and aroused. However, no statistically significant differences were detected in evaluative responses such as positive feelings about staying in the hotel, closeness to an ideal hotel, and likelihood to choose the hotel. Additionally, the respondents viewed VR visualizations as more demanding in terms of usage. The findings suggest that usage of VR visualizations as a promotional tool on hotel websites would not be more effective than traditional photos. Limitations of the current study include using students as a proxy for general population of travelers, small sample size, and narrow conditional scope. Those limitations should be addressed in the future studies.

KEYWORDS: Virtual reality, visualizations, hotels, promotional appeal

IDEOLOGY AND CROSS-CULTURAL AWARENESS IN CONTEMPORARY
SOCIAL SCIENCE: DOING AND COMMUNICATING TOURISM RESEARCH
ACROSS LANGUAGES

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ABSTRACT

This study will focus on English-as-native-language (ENL) and English-as-second/foreign-language (ESL/EFL) tourism researchers doing, publishing and presenting their work in the “glocal” (global-local) media or language contexts. Instead of the conventional quantifiable indicators such as impact factors or H index, results of this study will provide empirical insights into conceptual understanding of “glocalization” (or global-local tensions and dynamics), internationalization and cross-cultural awareness, and ideology and value-based research in contemporary social science. The proposed undertaking aims: 1) To identify and describe “glocal” tourism researchers and research communities, 2) To identify and describe the role(s) of language in “glocal” tourism research communication, and 3) To gain insights into notions such as ideologies, value systems, internationalization and cross-cultural awareness in “glocal” tourism research and communication. Accordingly, its research questions will encompass: 1) ENL/ESL/EFL tourism researchers? Who they are, what they do, what challenges they face? 2) What constitutes global/local tourism research communities? 3) What is internationalization in tourism research, and what determines the process? 4) What is the role of language(s) in tourism research? 5) What are the manifestations of ideology and value in doing and communicating tourism research?

KEYWORDS: Internationalization, Ideology, Social Science Communication, Tourism Studies