



Master`s Degree in Tourism, Strategy & Leadership

Innovative Assessment, Learning & Teaching Methods Manual

1. INTRODUCTION

Education is a direct way to the safe and prosperous future for one person and the whole mankind. In modern conditions education is a challenge not only for a student but also for a teacher. There're some solid reasons for this challenge: rapid technological changes, constant growth of information volume, high competitiveness in academic society, a high degree of responsibility of a teacher to give only actual and needed knowledge and some others. In such complicated situation teacher in higher education must be well-skilled in his subject area and in modern and innovative teaching methods also.

This manual contents the description of innovative teaching methods that are used in Master program "Tourism, Strategy & Leadership", developer in the frames of Erasmus + EurDiQ project.

2. INNOVATIVE ASSESSMENT METHODS

2.1 INNOVATION PLAN – INNOVATIONS AND SERVICE COURSE

Innovation Plan provides the development and assessment of the following Key Competences:

- Critical Thinking:
- Data Collection & Interpretation
- Employability
- Management & Leadership:
- Managing Tasks & Solving Problems

The assessed course outcome:

- Design, innovate and manage services and innovations in touristic enterprises

Task 1. Analysing the Innovative program of enterprise development

Task content:

- study the program of innovative development of the enterprise (according to the chosen option)
- prepare a presentation with visualization of innovations implemented at the enterprise
- characterize the innovative environment and the system of innovative management of the enterprise;
- identify the potential demand for innovative products of the enterprise;
- draw a conclusion about the effectiveness of the planned innovations
- assess the feasibility of planned innovations in the enterprise

Task options:

- Aeroflot innovation passport
- Innovative passport of Murmansk
- Innovative passport of Rostov-on-don
- Passport of innovative activity of the Samara region
- Passport of innovation activity of Ulyanovsk region

- Passport of innovation activity of Kaluga region
- Own version of the innovative passport of the enterprise/ of the program of innovative strategy of the enterprise/region/city

Task requirements:

- the number of slides in the presentation – 7-10
- time of presentation – 10-15 min
- the volume of the paper report – 15-20 pages

Assessment criteria:

- the degree of disclosure of the theme
- completeness of the analysis
- possibility of practical application
- novelty and innovation
- compliance with the requirements for the volume and design of the results of work

Task 2. Consulting and professional innovations

Task content:

- select an option to perform project work in one of two areas - innovative consulting or professional competences of the future
- develop the project according to the recommendations
- present the project in a presentation format with an oral report
- make a list of information resources that were used in the development of the project

Area 1: Innovative consulting

Recommendations for the project development:

- select one of the task options
- give the reasons for the relevance of the project
- formulate the tasks that will solve the project as a result of its implementation
- develop an innovative project taking into account the input conditions
- justify the innovation of the project and its difference from similar proposals and projects
- offer opportunities to implement the results of the project in practice

Task options:

- Development of tourism/hotel/service innovations in the region or enterprise
- Identification of hidden resources and formulation of concepts to attract tourists to the region or destination
- Development of an innovative Atlas of tourist attractions
- Development of the concept of a modern tourist guide in print or online format
- Development of infographic products for the tourism sector
- Development of creative approaches to tourist space development

- Conducting sociological research and developing a brand of a tourist destination/region/hotel
- Development of proposals for the formation of a unique line of tourist Souvenirs
- Develop a project of high-rating tourism event and its promotion
- Own option

Task requirements:

- the number of slides in the presentation – 7-10
- time of presentation – 10-15 min
- the volume of the paper report – 15-20 pages

Assessment criteria:

- the degree of disclosure of the theme
- completeness of the analysis
- possibility of practical application
- novelty and innovation
- compliance with the requirements for the volume and design of the results of work

Area 2: Professional competences of the future

Recommendations for the project development:

- choose one of the promising professions of the future from the Atlas of new professions
- give the reasons for the relevance of the formation of the chosen profession and the need for it
- formulate a list of the key competencies for the chosen profession
- develop a draft job description for a specialist of the chosen profession
- offer variants of the curriculum for training a specialist in the chosen profession

Task options:

- Director of individual tours
- Architect of tourist VR-spaces
- Brand Manager of the touristic space
- Expert on renovation of tourist systems
- Space tourism Manager
- Producer of tourist emotions
- Developer of intelligent tourist systems Own option

Task requirements:

- the number of slides in the presentation – 7-10
- time of presentation – 10-15 min
- the volume of the paper report – 15-20 pages

Assessment criteria:

- the degree of disclosure of the theme
- completeness of the analysis
- possibility of practical application
- novelty and innovation
- compliance with the requirements for the volume and design of the results of work

2.2 BUSINESS PLAN – PRINCIPLES OF TOURISM MANAGEMENT COURSE

Business Plan provides the development and assessment of the following Key Competences:

- Communication & Presentation
- Creativity
- Critical Thinking
- Data Collection & Interpretation
- Employability
- Interactive & Group
- Management & Leadership
- Managing Tasks & Solving Problems

The assessed course outcome:

- Analyse and assess the tourism market for a tourism destination and choose a new strategic direction and package tour product for that destination.
- Evaluate the tourism service providers in a specific destination and create a database of suppliers for a new package tour product.
- Create a business plan for a new package tour product in a specific destination based upon the findings in (1) and (2) above.

Task 1. Individual work - analysing the potential market demand for a tour

Task content:

- Choose an idea of a tour;
- Estimate the level of a demand and of a supply for the chosen tour concept;
- Analyse if there is a competitor's market for the tour concept;
- identify the possible substitutes;
- make an oral presentation and a written report on the findings.

Task options:

- Nature-based tour or sea-and-sun tour;
- Health tour;
- Cultural tour;
- Business tour;
- Else (children tour etc).

Task requirements:

- the number of slides in the presentation – 5-7
- time of presentation, including questions and answers – 7-10 min
- the volume of the paper report – 15-20 pages

Assessment criteria:

- feasibility
- completeness of the analysis
- novelty and innovation
- compliance with the requirements for the volume and design of the results of work

Task 2. Project teamwork - analysing the potential supply for a tour

Task content:

- Create a database of the key service providers in your region, analyse the rates and service levels.
- Create a draft agreement between a tour provider and a service provider, see what are the key points to get agreed on (fees, reservation, deadlines mode of payment, cancellation conditions etc);
- make a group project including an oral presentation and a paperwork.

Task options:

- Accommodation providers;
- Transportation services;
- Leisure activities;
- Catering etc.

Task requirements:

- the number of slides in the presentation – 5-7
- time of presentation, including questions and answers – 7-10 min
- the volume of the paper report – 15-20 pages

Assessment criteria:

- completeness of the analysis
- novelty and innovation
- compliance with the requirements for the volume and design of the results of work

Task 3. Individual work – creating a business plan for a tour

Task content:

- Based on your idea of a tour and the group findings mentioned above - create a business plan to launch a tour.
- Your plan should include feasibility study including the potential demand, promotion strategy, suggestions on the key service providers and their brief description, financial strategy;
- make an individual short oral presentation and a written report.

Task options:

- See task 1;

Task requirements:

- the number of slides in the presentation – 5-7
- time of presentation, including questions and answers – 7-10 min
- the volume of the paper report – 15-20 pages

Assessment criteria:

- feasibility
- completeness of the analysis
- novelty and innovation
- compliance with the requirements for the volume and design of the results of work

2.3 RISK ASSESSMENTS - LAW AND SAFETY MANAGEMENT IN TOURISM COURSE

Risk Assessments provide the development and assessment of the following Key Competences:

- Communication & Presentation
- Critical Thinking
- Employability
- Managing Tasks & Solving Problems

The assessed course outcome

- Identify the risks that might result in health and safety problems for a tourism organization and design control measures to reduce the impacts of such risks

Task 1. Risks for tourist destinations

Task content:

- choose the option (to be agreed with the teacher)
- prepare an essay up to 2 pages

Task options:

- How tourism affects the loss of cultural resources
- How tourism affects changes in local identity and values
- Impact of tourism on cultural conflict

Task requirements:

- For the assignment the student needs to study the subject 2 and the Video for topic 2
- The essay should be clearly structured and include the following parts:

1. Entry. Here it is necessary to indicate the problem specified in the task
2. Expression of opinion: a thesis and arguments supported by real examples. The argument can be constructed in the following sequence:

- approval
 - explanation
 - example
 - final judgment
 - conclusion
3. Study of opposing views
 4. Conclusion. The last paragraph should contain a generalized conclusion on the issue under discussion, which is also supplemented by a comment.

Assessment criteria:

- completeness of the review of sources on the topic of the essay
- autonomy of research
- reasoned conclusions in the essay

2.4. SUSTAINABLE TOURISM ASSESSMENT - SUSTAINABILITY IN TOURISM COURSE

Sustainable Tourism Assessment provides the development and assessment of the following Key Competences:

- Communication & Presentation
- Critical Thinking
- Employability
- Management & Leadership
- Managing Tasks & Solving Problems

The assessed course outcome:

- Design management strategies to measure the sustainability impacts of a tourism business and design policies and programmes to create sustainable tourism businesses.

Task 1. Sustainable Tourism management strategies

Task content:

- choose a tourist organization
- to determine the criteria for the impact of the organization on the development of sustainable tourism
- to determine the direction of sustainable tourism development
- develop a sustainable tourism management strategy
- make a forecast of the impact of the organization on the development of tourism, taking into account the developed strategy

Task options:

- choose any tourist organization

Task requirements:

- the strategy of sustainable tourism management should be implemented as a written work on 10-15 pages

- the results of the work the student reports in the form of a presentation of 7-10 slides

Assessment criteria:

- the depth of the analysis
- autonomy of research
- validity of the author's point of view
- quality of presentation and presentation skills

2.5 TOURISM LAW CASE STUDY - LAW AND SAFETY MANAGEMENT IN TOURISM COURSE

Tourism Law Case Study provides the development and assessment of the following Key Competences:

- Communication & Presentation
- Critical Thinking
- Employability
- Managing Tasks & Solving Problems

The assessed course outcome:

- Understand legislative regulations in tourism
- Analyse situations in tourism which require a legal resolution and apply relevant legislation to that situation in order to address the problem

Task 1. International law and tourism

Task content:

- Study the main international regulations on the safety of tourism
- Make notes of the summary concerning the safety of tourism. Make a presentation according to one of the documents.

The documents to study:

- Manila Declaration on world tourism (10 October 1980)
- Tourism Charter and tourist Code (26 September 1985)
- Hague Declaration of the inter-parliamentary conference on tourism (10-14 April 1989, the Hague)
- The resolution of the ninth General Assembly of WTO on simplification of trips, as well as the safety and security of tourists (the city of Buenos Aires, October 4, 1991)
- Resolution of the eleventh WTO General Assembly on the prevention of organized sex tourism (Cairo, 22 October 1995)
- Seoul Declaration "Peace and tourism" and Osaka Millennium Declaration (adopted by the XIV WTO General Assembly, Seoul, South Korea, Osaka, Japan)
- Initiative "group of eight" secure and facilitated international travel (SAFTI, O. sea island, USA, 11 June 2004.)

- Strategy world tourism organization in terms of increased security and further simplification of formalities (S. A. F. E., 2004.)

Task requirements:

- to perform the task the student must study topic 1
- the number of slides in the presentation – 5-7
- time of presentation – 7-10 min

Assessment criteria:

- As a result of the assignment the student must know the international acts relating to the issues of tourist security

2.6 TOURISM MARKETING PLAN - STRATEGIC MANAGEMENT AND MARKETING IN TOURISM COURSE

Tourism Marketing Plan provides the development and assessment of the following Key Competences:

- Communication & Presentation
- Creativity
- Critical Thinking
- Data Collection & Interpretation
- Employability
- Interactive & Group
- Management & Leadership
- Managing Tasks & Solving Problems

The assessed course outcome:

- Critically analyse and evaluate the external and internal environments of tourism organisations and the impact they may have on an organisation's performance.
- Critically analyse and evaluate the strategic options faced by a tourism organisation and identify a preferred strategy for implementation.
- Develop a marketing plan for a tourism organisation based upon reliable information and research.

Task 1. Marketing plan for a tourism organisation

Task content:

- Set marketing goals and develop tasks to achieve them.
- On the basis of the identified shortcomings and advantages to develop marketing directions of the enterprise
- In the proposed areas to develop marketing activities for the implementation of strategic decisions (in the dynamics of 5 years).
- To develop a system of indicators to assess the effectiveness of strategic management of marketing activities of the enterprise in the tourism sector.
- Develop a system for monitoring the implementation of the proposed plan

- Develop a marketing plan (program) for the development of the enterprise;
- Evaluate the effectiveness of the selected solutions

Task options:

- choose any tourist organization

Task requirements:

- a marketing plan (program) should be implemented as a written work on 10-15 pages
- the results of the work the student reports in the form of a presentation of 7-10 slides

Assessment criteria:

- the depth of the analysis
- autonomy of research
- validity of the author's point of view
- quality of presentation and presentation skills

2.7 TOURISM PACKAGE TOUR CREATION - PRINCIPLES OF TOURISM MANAGEMENT COURSE

Tourism Package Tour Creation provide the development and assessment of the following Key Competences:

- Communication & Presentation
- Creativity
- Critical Thinking
- Data Collection & Interpretation
- Employability
- Interactive & Group
- Management & Leadership
- Managing Tasks & Solving Problems

The assessed course outcome:

- Create a business plan for a new package tour product

Task 1. Topic

Task content:

- select destination
- determine the type of tour (by options)
- identify the target audience
- determine the price of a group tour
- make a list of the necessary components of the tour
- calculate the cost of each component of the tour and the total cost of the tour

- prepare a list of documents required for the tour
- prepare description and presentation of the tour

Task options:

- To develop the structure of the beach tour.
- To develop the structure of the excursion tour.

Task requirements:

- a business plan for a new package tour product should be implemented as a written work on 10-15 pages
- the results of the work the student reports in the form of a presentation of 7-10 slides

Assessment criteria:

- the completeness of the tourist product
- independence of tour development
- quality of presentation and presentation skills

2.8 TOURISM STRATEGY- DESTINATION DEVELOPMENT COURSE

Tourism Strategy provides the development and assessment of the following Key Competences:

- Communication & Presentation
- Creativity
- Critical Thinking
- Data Collection & Interpretation
- Employability
- Interactive & Group
- Managing Tasks & Solving Problems

The assessed course outcome:

- Analyse a tourist destination by applying key academic concepts that can be used to explain the evolution and development of tourist destinations.
- Identify and explain the role of key stakeholders who are involved in developing tourism in a destination.
- Evaluate current issues that are influencing the development of tourism in a tourist destination.
- Create a tourism strategy for the future development of a tourist destination

Task 1. Design of the program of tourism development in the municipality. Program-target method of tourism development at the municipal level. Features of design of the program of tourism development in municipality.

Task content:

1. Study the following items:

- Formation of the main provisions of the program of tourism development in the municipality.
- Characteristics of the process of creating a municipal program of tourism development.
- The essence of the program-target method of tourism development at the municipal level
- Improvement of the system of development of the program of tourism development in the municipality.

2. Analyze the Federal strategy of tourism development and identify priority areas for the development of the program

3. Analyze the regional tourism program and identify priority areas for the development of the program.

4. Present the draft content of the sections of the program of tourism development in the municipality.

Task options:

- choose any municipality

Task requirements:

- Written work
- The time taken for the procedure is 60 minutes
- Volume of essay - 2 pages.
- Requirements for plagiarism-70%
- Deadline for essay-1 week after the assignment
- The results of the work the student reports in the form of a presentation of 5-7 slides

Assessment criteria:

- the depth of the analysis
- autonomy of research
- validity of the author's point of view
- quality of presentation and presentation skills

3. LEARNING & TEACHING METHODS

3.1 DIGITAL TECHNOLOGIES

The master's program provides for the use of the following digital technologies:

- all courses of the master's program are presented on the e-learning platform in Moodle
- technical means of training are used in the training process (computers, projectors, interactive whiteboards, video conferencing equipment, e-books and e-manuals)

- the educational process includes interactive teaching methods - this involves the use of presentations, virtual skills training

3.2 DRAMA AND THEATRE ROLE PLAYS - a dynamic method of training, which provides for both the reconstruction of different situations, and their subsequent analysis.

Drama and Theatre Role Plays in training are necessary to stimulate the personal growth of people, the development of communicative and volitional qualities, the ability to achieve their goals.

Purpose of Drama and Theatre Role Plays:

- demonstration and display of the situation from within
- admission training
- skill training
- sensitization - increasing sensitivity in a certain situation

Constructing a Drama and Theatre Role Plays

Drama and Theatre Role Plays can be simple or complex, short or long and can be adapted to suit the needs of what is being taught or explored. If it is a simple skills being practiced we can set the scene quickly and let the participants practice.

The key stages in constructing a Drama and Theatre Role Plays are:

- Define Aims and Objectives
- Define setting/placement
- Define clear the role descriptors
- Define time limit
- Define observer tasks (if any)
- Define rules of safety and feedback
- Define agenda
- Define facilitator tasks

The teacher needs to keep the time, check if the participants in the Drama and Theatre Role Plays are in the frames of script. When the Drama and Theatre Role Plays ends the participants and a teacher summarize what was gained (by asking each participant for their points learnt or understood).

3.3 MICRO-TEACHING

Micro-teaching concentrates on specific teaching behaviors and provides opportunity for practicing teaching under controlled conditions. So through micro-teaching, the behavior of the teacher and student is modified and the teaching-learning process is more effective by the skill training.

Micro-teaching is a scale-down sample of teaching. Just as a driver will not give his first lesson to a learner on a highway, where there is continuous flow to traffic; so also a pupil-teacher should not be exposed to a real situation even in the beginning.

It provides teachers with practice for teaching in which the normal complexities are reduced in terms of:

1. Length of the lesson.
2. Number of students
3. Scope of the lesson
4. Class time

Micro-teaching involves a programme of the following type:

1. A particular skill is defined to students in terms of specific teaching behaviors.
2. The teacher-educator can be given a demonstration lesson where the particular skill is employed.
3. The pupil-teacher then pre-decided model on a suitable topic relating to the particular skill which he proposes to practice.
4. The pupil-teacher teaches the lesson to a small group of pupils, preferably of peer group is a simulated condition. The supervisor or peer can observe the lesson, given by the trainees and can note down their observations in a specially developed proforma.
5. Feedback is provided immediately to the pupil-teacher by audiotape or video-tape recorder. The student observes and analyses his lesson with the help of the supervisor. The observation schedule maintained by the college supervisor and peer group observers can provide useful information for the feedback session. This session is sometimes called 'critique session'.
6. In the light of the feedback and supervisor's comments, the pupil- teacher re-plans or re-structures the same lesson or a different lesson in order to use the skill more effectively.
7. The revised lesson is re-taught to a different but comparable group of pupils.
8. The lesson is again observed and observations are noted in the proformas. Feedback is again provided on the re-teach session. This step is called the 're-feedback session'.
9. The plan, teach, feed-back, re-plan, re-teach and re-feedback sessions will constitute a single micro-teaching cycle. This cycle may be repeated till adequate level of skill acquisition takes place.

3.4 WORK-BASED LEARNING is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability.

The master's program includes mandatory practice in the tourism industry:

- Training Practice /Internship
- Placement/internship
- Pre Graduate practice/ deployment

These 3 types of Work-based Learning provide development and formation of practical skills on which the educational program is directed.

The duration of the practice is 51 ECTS. This volume of practical work allows graduates to easily adapt to the requirements of employers after employment.

Assignments for practice are developed jointly by the academic supervisor of the practice and the employer who takes the student to practice.

This ensures maximum proximity of practical tasks to real work.

3.5 PROJECT TEAM WORK helps to increase students' employability skills and generic skills, such as team working and communication.

To be successful team needs:

- 1) A team needs its roles to be clearly defined.
- 2) Teams need clear purposes and goals.
- 3) A team needs the basic resources to operate.
- 4) A team needs to know its accountability and the limits of its authority.
- 5) A team needs a plan.
- 6) A team needs a set of rules.
- 7) A team needs to use the appropriate tools to tackle problems and to arrive at solutions.
- 8) A team needs to develop beneficial team behavior.

Things that ideally all team members should be able to do:

- initiate discussions;
- seek information and opinions;
- suggest procedures for reaching goals;
- clarify or elaborate on ideas;
- summarize;
- test for consensus;
- act as gatekeepers;
- direct conversational traffic, avoid simultaneous conversations, throttle dominant talkers, make room for reserved talkers, keep conversation from digressing;
- compromise and be creative in resolving differences;
- try to ease tensions in the group and work through difficult matters;
- express the group's feelings and ask others to check that impression;
- get the group to agree on standards;
- refer to documentation and data;
- praise and correct others with equal fairness, accept both praise and complaints.

Project activities and team work are one of the most efficient ways to stimulate the students to think in innovative direction in solving specific professional tasks also Project team work gives the teacher the opportunity to define the gaps in employability skills and generic skills of the students in the process of project work.