

31 Student-Led Seminar: International Destination Management

Dr Noëlle O'Connor
Department of Hospitality, Tourism & Wellness, TUS Midwest

Title of assessment strategy

The Group Active Learning Strategy chosen for this assignment was group presentations through a student-led seminar (See Appendix 1) as Ryan (2021; 58), Plastow, Spiliotopoulou and Prior (2010; 402) suggest that group work and assessment is now a well-established pedagogical approach across disciplines in higher education. The lecturer used group presentations (student-led seminar) for this module (International Destination Management) on the B.A. (Honours) in Business Studies with Travel and Tourism Management programme which was designed to evaluate and critically assess the key issues which impacted the global travel and tourism industry. This was a 3rd Year module and there were 32 students in the group. The lecturer had the students for 6 hours per week in Semester 1(a 2-hour and 1-hour lecture and 3 x 1-hour tutorials).

Summary of teaching and learning context

The lecturer chose the cognitive learning strategy as its main aim is to compare and contrast documented research and literature and the students are required to 'examine a destination and discuss the objectives of and overall approaches to destination planning in that destination' (See Appendix 1). The students were also requested to submit an individual reflection (See Appendix 1) of their preparation for the student-led seminar, during the actual seminar and to reflect on the process of working in a group.

Overview of the assessment strategy

As per LIT and COVID 19 guidelines the International Destination Management module was solely delivered online thus the group presentations (student-led seminar) were delivered via the MS Teams platform.

This Continuous Assessment (CA) was worth 60% overall (Group presentation 40% and Individual Reflection 20%). The instructions for this assignment (See Appendix 1) were delivered in one of the tutorials (students also received these instructions via Moodle on the same day), 1-month prior to submission.

The marking sheets for both elements of the CA (See Appendix 1) were also shared with the students and the students were made aware of the separate submission dates for both CA elements. In preparation for the student-led seminar, the lecturer devised 11 breakout rooms in MS Teams to each group for our Monday mornings tutorials (four in total) as the focus of these was this 60% assignment. On arrival into the virtual classroom the students were allocated to their breakout rooms where they worked on their assignment and I moved between the rooms to answer any queries that they had.

This seemed to work very well as they students were eager to focus on this assignment even if only once a week. This assignment has shown how this Active Learning Strategy (Group presentations) have had a very positive impact on my teaching style and it really benefited my students as echoed in their Individual Reflections.

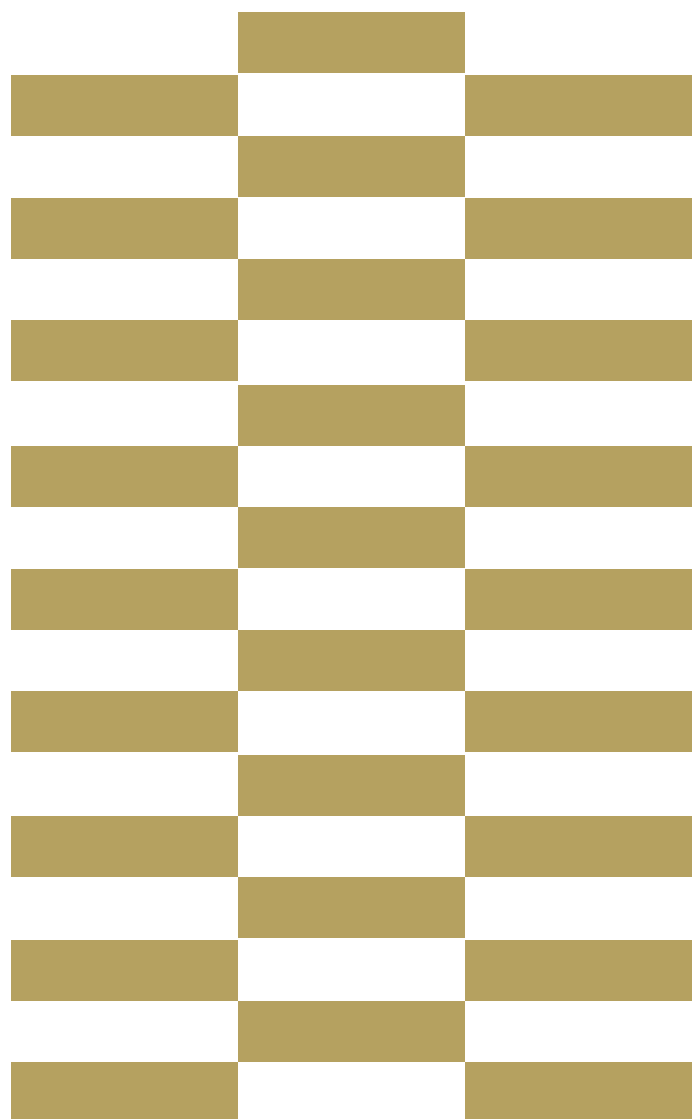
Relevant resources

The development of a clear presentation brief is important (See Appendix 1)

References

Plastow, N, Spiliotopoulou, G. and Prior, S. (2010): Group assessment at first year and final degree level: a comparative evaluation, *Innovations in Education and Teaching International*, 47:4, 393-403.

Ryan, M.F. (2021). [LIT Compendium of Active Learning Strategies for Student Engagement, LIT](#)



APPENDIX 1

ASSIGNMENT GUIDELINES

ASSESSMENT 1A: SEMINAR PRESENTATION (40% OF MODULE MARK)

Examine a destination and discuss the objectives of and overall approaches to destination planning in that destination. Consider, as far as possible, the extent to which planning has been successful regarding the integrated planning process, regeneration, and stakeholder involvement.

Directions:

In small self-selected groups of 3 assume the role of destination plan assessors to undertake a critical analysis of an existing destination plan (at county, destination management organisation or tourist board level). In other words, assess the tourism planning approaches in effect for a specific tourist destination or the tourism planning efforts of a specific organisation.

- No two teams may cover the same area, so please decide on the location to be covered in your student led seminar and submit your idea (for approval) as soon as possible.
- You will work in groups of 3 to prepare a 45-minute student led seminar for the rest of the class.
- You should also allow 10 minutes for class discussion and a question and answer session at the end of your seminar.
- You may set the class reading(s) to be done before class if you wish but at least half of your seminar must involve the presentation of material.
- Your seminar should include, as far as is possible from the documents you can obtain access to;
 1. Identification of the features of the destination, including the key destination policy and planning challenges facing the area concerned, such as regeneration.
 2. Critical analysis of key economic, political, socio-cultural and environmental factors influencing the destination planning process concerned drawn from your own observations, information contained in publications and/or gathered from management and/or other staff involved in the tourism planning process for the area concerned;
 3. A brief discussion of the history of and background to the destination management plan concerned, including a discussion of the planning process which has been undertaken.
 4. Identification of stakeholders and discussion of their involvement in the planning process and influence on the final plan.
 5. A concise summary of the key elements of the destination management plan including its aims and objectives.
 6. Identification of marketing and customer service issues within the plan.
 7. Discussion of visitor management issues and their consideration within the plan;
 8. Critique of the approach to achieving the regeneration needs of the destination.
 9. Evaluate the monitoring and evaluation process for the destination plan and;
 10. Provide conclusions and recommendations drawn from your analysis of the destination planning process for the area concerned.

The presentation should include visual elements (e.g. PowerPoint slides, photographs, posters) although content is more significant. Presenters will be given a 'group mark', although the lecturer reserves the right to award different marks when there is a clear disparity in the quality of the contributions. You will need to submit any material presented via Moodle (Urkund) and/or any other visual aids used to make your presentation. Submit one Assignment Cover Sheet for each person and each needs to submit a copy of the assignment. A copy of your PowerPoint presentation must also be uploaded to Moodle.

Assessment criteria for the seminar presentation

Students will be assessed on their ability to:

- Provide balanced, clear and accurate coverage of the tourism plan under study; employ a wide range of relevant sources; utilise key data to substantiate discussion; and compile a full and accurate list of sources using the Harvard style of referencing.
- Provide a well-timed, suitably paced and audible presentation; maintain good posture throughout the presentation; establish regular eye contact with the audience; interact with audience members and stimulate discussion using clear supporting visual elements with no spelling, grammatical or typographical errors. (Do not read to me. **Marks will be deducted for reading to the audience.**)
- Demonstrate clear evidence of teamwork and co-operation.
- Avoid rambling, vague, and unsupported statements, slang, and repetition.
- Produce a balanced and well-argued response to any questions or comments made during the discussion following the seminar presentation.
- Submit a concise and well-edited hand-out on the day that your presentation is made that contains the key findings (along with supporting data and figures that cite relevant sources) and a full and accurate list of references of all sources employed.

ASSESSMENT 1B: INDIVIDUAL REFLECTION 2000 WORDS (20% OF MODULE MARK)

You must also submit your individual reflection of your learning preparing the seminar and of the process of working in your group. This must be submitted electronically via Moodle. All assignments should be submitted on or before the due date (via Moodle) unless an extension has been granted and that you include a completed Assessment Cover Sheet. Electronic versions of your text will be compared with millions of other essays, other coursework items and published works and an 'originality score' (through Urkund) will be calculated automatically to help us check for any academic unfair practice.

Websites for Individual Reflection

A complete guide to writing a reflective essay:
<https://www.oxbridgeessays.com/blog/complete-guide-to-writing-a-reflective-essay/>
 Reflective Essay Examples:
<https://examples.yourdictionary.com/reflective-essay-examples.html>
 How to Write 1st Class Reflective Reports:
<https://www.ivoryresearch.com/library/other-articles/reflective-reports-how-to-write-1st-class-reflective-reports/>
 How to Write a Reflective Journal with Tips and Examples:
<https://journey.cloud/reflective-journal>
 How to Write a Reflective Journal with Tips and Examples:
<https://penzu.com/how-to-write-a-reflective-journal>
 Reflective Practice: Reflective Writing:
https://dkit.ie.libguides.com/reflective_practice/reflective_writing

YouTube clips for Individual Reflection

1. [Reflective Writing](#)
2. [Writing a reflection](#)

PLEASE NOTE

Referencing

All references MUST conform to the Harvard style of referencing. For further details about referencing using the Harvard style.

Links to useful websites

- United Nations World Tourism Organization
<http://www2.unwto.org/>
- World Travel and Tourism Council
<http://www.wttc.org/>

Moodle

This module is supported by Moodle which is our virtual learning environment: it operates like a website for each module. It is there to support your learning and is not an alternative to attendance. It provides information and advice about this module and the context of the Department more generally, a gateway to readings provided through the Library's electronic services, and to useful websites and other materials selected for you. It is also a means of communication, staff-student, and student-student; you can use it to contact team members and share collaborative files. Additional relevant material will be posted on Moodle as the academic year unfolds. Log on to your Moodle account on a regular basis to receive messages and announcements and gain access to material that supports your study. TUS has invested in this electronic resource to improve communication, aid your learning and further your subject knowledge. If you have any helpful suggestions for other uses of Moodle on this module, please bring them my attention. Using Moodle will benefit your learning and general awareness of International Destination Management as a subject and enhance your learning experience as part of a learning community.

Complete the wiki on moodle as you need to submit the names of your group, your destination and your preferred timeslot.

Assessment items		Guide to length	Due date of Submission	Weighting
Student - led seminar	a. Group seminar presentation	45 minutes	1st Feb 2021	40%
	b. Individual reflective report	2000 words	15th Feb 2021	20%
Module assessment total				60%