Preface

The notion of universities as places of learning began over a thousand years ago and some universities rightly claim that they are amongst the oldest continuous institutions in the world, perhaps only surpassed by a handful of businesses and religious institutions. While the curriculum has changed dramatically over the last thousand years, with the introduction of new disciplines and fields, teaching and learning techniques have changed little until very recently. Arguably teaching and learning has changed more in the past 30 years than the previous 1000 years. While several books have been devoted to tourism education, this *Handbook* represents the most comprehensive attempt to address the more focused topic of teaching and learning. The purpose of this *Handbook* is to provide an international perspective on contemporary issues and future directions in teaching and learning in tourism.

The various contributions in this *Handbook* draw on a wide range of disciplinary perspectives and focus on the full spectrum of teaching and learning techniques in higher education, from undergraduate programs to the supervision of research students. Key themes include:

- the knowledge, skills, capabilities and values needed by tourism graduates;
- the assimilation and assurance of standards and threshold learning outcomes in curriculum design, pedagogy and assessment;
- the diversity and complexity of the tourism curriculum space and the importance of alternative disciplinary perspectives;
- the impact of technology-enhanced learning on teaching and learning paradigms;
- internationalization and student mobility in tourism education; and
- work-integrated learning, co-op education and other pedagogies that enhance employability outcomes and bridge the gap between theory and practice.

Chapters are organized into eight major sections:

- ‘Part I: Understanding and Developing Graduate Capabilities’ focuses on the capabilities expected from graduates and techniques for developing some of these capabilities.
- ‘Part II: Technology-enabled Learning’ starts with the idea that educators need to rethink the role of technology in tourism education, before presenting several innovative applications of technology in teaching and learning.
- ‘Part III: Experiential Learning’ commences with a discussion of the principles and practice of experiential learning in tourism, with subsequent chapters providing examples of linking learning with paid work experience, work-integrated learning, action learning, learning laboratories and fieldtrips.
- ‘Part IV: Internationalization’ includes three contributions that examine strategic frameworks and approaches to internationalizing the tourism curriculum.

- 'Part V: Critical Perspectives and Education for Sustainability' presents a series of thought-provoking chapters that illustrate how teaching and learning can foster critical awareness and concern about economic, social, cultural, political and ecological interactions in tourism.
- 'Part VI: Teaching, Learning and Research' examines the nexus between teaching and research and the often neglected role of teaching and learning in research supervision.
- 'Part VII: Contemporary Issues in Teaching and Learning' examines a range of topics including standards and quality assurance, the role of industry advisory boards, social capital building, and innovation and change.
- 'Part VIII: Conclusions' includes two final chapters that attempt to summarize and synthesize the key themes across the entire volume.

Editing this *Handbook* has provided us with a truly remarkable insight into the diversity of innovative teaching and learning approaches used by educators in our field. While the winds of change that sweep across higher education are accelerating, the many creative ideas and thought-provoking debates presented in this *Handbook* fill us with optimism. We hope the many contributions from educators around the world will enrich discussions about the future of teaching and learning in tourism.

Pierre Benckendorff
Anita Zehrer