

For advancing tourism education and the learning experiences of tourism students through world class research, scholarship and service

Overview

This submission reflects the ongoing achievements of my extended career in tourism education and research at James Cook University. In late 1989 I was appointed as the first Professor of Tourism in Australia and was given the charge of establishing the first degree in tourism in the country. This was a unique national mandate with no predecessors to imitate, few clear ideas of what a tourism degree should look like and uncertain student and employer groups. James Cook University exists in a prominent tourism region which receives 3 million visitors and has 400 tourism businesses (Tourism Queensland statistics). It has been an unwavering ambition of JCU executive level staff and the policies and plans they have produced in the last 20 years to have a well respected and prominent tourism research and education presence. Quality tourism teaching and skilled tourism graduates are integral to the institution's vision of enhancing life in the tropics.

My achievements in this Foundation Professor role are the basis for this submission for a Carrick award particularly in the way my scholarly activity and service innovations have enhanced tourism student learning (Criterion 5).

Criterion 5: Scholarly activities and service innovations that have influenced and enhanced learning and teaching

The case is built on the fact that I have been acknowledged as a world class researcher (#1 in Australia, #12 globally for quality and productivity, 125 refereed publications over 600 citations) and this scholarly profile and associated travel has enabled me to create and collate substantial resources (books, videos, tourism plans, records of projects) to enhance tourism student learning. These resources assist student learning by supplying credible, distinctive applied materials to challenge students to solve problems and simulate the design of quality tourism experiences. The benefits are reflected in student remarks—"really great real life examples", "puts learning in a real context", "utilises his experiences and brings them to the class." My service and scholarship as the editor of Australia's leading tourism journal (The Journal of Tourism Studies) has helped construct the originally meagre Australian knowledge base for tourism studies by editing 16 issues comprising over 200 articles. Reviewing the journal a fellow editor wrote: "a great contribution to students everywhere and must be great for Australian students." (Prof Singh 2005.) JCU student access to this world class resource is at no cost to them and the content is central to much thesis work and review essays. My organisational and community links are across Australia and across continents and I have established University agreements and 3 University Mobility in Asia Pacific programs with bi-lateral exchanges for students. These exchanges have helped internationalise JCU's teaching materials and student profile. I am personally responsible for connecting JCU students to Xi'an, China (14 exchanges in total), Calgary (12), Purdue (8), South Carolina (6), Indonesia (5) and Malaysia (4). One such student summarised her experience "My international exchange to South Carolina from JCU was the highlight of my degree-great courses there but making me realise JCU has a great program too. I developed new interpersonal skills, tolerance and independence-the stimulus for my further career" (Bronwyn, now U.Qld PhD student). There have been over 600 successful tourism Bachelor level graduates at JCU, over 100 with a Masters degree and 30 have graduated with a PhD. Many graduates are employed across Australia as well as internationally and several are rising rapidly to positions of prominence in the global tourism sector. These graduates and their growing achievements reflect the approaches I have championed and led and which are summarised in this submission. The main points include:

1. a sustained emphasis on a research based and professional approach to tourism education
2. an enduring insistence on testing and evaluating the approaches taken against world class standards using reflection, peer appraisal and student feedback
3. a participation in multiple levels of tourism professional conduct to develop opportunities for and to nurture student learning
4. the development of imaginative, quality and contemporary resources, often where few had existed before to assist student learning and
5. a leadership based resolution to demonstrate that a prominent career in research can be combined with and support an exemplary teaching career and the creation of enabling learning environments for students.

Statement of the contribution

❖ Sustained emphasis on a research based and professional approach to tourism education

From 1990-2007 I have consistently taught throughout the undergraduate program (First year: Introductory tourism, Australian tourism; Second year: Tourist behaviour; Third year: Regional tourism, Tourism Analysis, Research methods) and in the Honours classes (Paradigms in Research, Advanced Methods and Statistics, Thesis design). Enhancing and shaping student learning in these classes has been built by a strong project and thesis writing orientation where students have been guided in how to a) integrate information to form hypotheses about a tourism topic b) show judgement in choosing a method to explore the topic c) assemble data on that topic through social negotiation with businesses d) analyse the material with appropriate methods and e) present a high quality and accessible report or thesis. This kind of project design and thesis work has dominated the subjects I have taught and has specifically required students to solve problems, use numerical information, interact with the community, and follow procedures including ethics requirements, data security and timelines. In meeting these requirements students have learned to use annotated bibliographies, plan projects with concept maps and keep diaries to build these skills. Often there has been an obligation for students to present their work at public forums. We have practised public presentations extensively with positive feedback on content and verbal delivery. Several colleagues who assisted me in teaching these classes have themselves gone on to be quality educators and have won Apple education grants, as well as Carrick and Fulbright awards (Moscardo, Benckendorff, Wu). At the postgraduate level in supervising 30 PhD students these same skills are further highlighted with an insistence on students being able to write, speak and think about tourism topics at the highest international standards of skilled performance. A long standing mantra I have used in explaining these needs to students is the requirement of tourism graduates to be literate, numerate and articulate.

❖ Testing and evaluating against world class standards

Reflection: I have reflected on and considered how I influence the learning of my students by presenting my thoughts at 8 international conferences and in 12 papers. The reflection has urged me to develop additional tourism teaching materials, to design special supervision practices (including agendas, meeting minutes, views of the process as partnership), and to better match student activities in the learning environment to required professional skills. I have continued to read widely in the education literature building on my own qualifications in education and personal contact with senior education scholars. The overwhelming outcomes from this reflection for my students' learning are to explain to students the benefits of their learning tasks and to create learning challenges which are within the students' capacity with educator guidance and their effort.

Peer appraisal: The standard of the tourism thesis and project work I supervise has been externally assessed and uniformly praised by key academics from other Australian Universities as well as by academics from Scotland, England, the United States and Canada. Two comments tell the long running success story: "Great work, obviously well supervised by the Professor and equal to anything we do at this level" Prof A. Morrison-Purdue University (1994); "This work is a great compliment to the design

of the program” Prof J. O’Leary –Texas A and M (2004). I have worked internationally for the United Nations World Tourism Organisation in their “Educating the Educators” Program and was re-invited to do this because of the perceived success of these week long courses for 30 academics, firstly in Malaysia then in China and again in Thailand. Praise from the participants was clear and consistent: “By getting us to be active learners, designing courses, assessments and teaching materials Prof Pearce worked with us all to benefit Chinese tourism education”: Associate Dean Wu, Course participant China (reference February 2007). My international educator credentials have been recognised with the title of Honorary Professor (Xi’an International Studies University, China, 2002) and engagements to speak on tourism education in Taiwan (2003), Japan (2005), Singapore (2006) and Israel (2007). I was the first non English external reviewer of tourism and business academic programs and courses in Africa (University of Zimbabwe in 2002). In 2007 I won an Australian Department of Foreign Affairs grant on tourism education and presented a successful Tourism Education and Research Workshop in Thailand. It was commented upon by the Head of Tourism, Dr Wisaning at Assumption University-“just such a good learning opportunity for all 30 of us –getting us to be active learners through speed conversations, puzzle solving and game formats was innovative and great. Thank you so much Philip”. (email 17 December 2007). My approach to tourism education was nationally recognised when I was appointed as the first Leader of the Education Program in the Cooperative Research Centre for Sustainable Tourism. The tourism program at JCU has also been a frequent industry award winner, the latest success being the state tourism education award in 2007. Within JCU I won the Vice Chancellor’s award for research excellence in supervision in 2004. A re-design of select aspects of the Honours degree in 2005 which I engineered won the Pro Vice Chancellor’s award for teaching excellence

Student feedback: Focussing on JCU formal student assessment as a reporting basis my most recent 2007 overall summary SFT scores include TO2006 Tourist behaviour 4.4 (outstanding) BU4064 (Hons research methods) 4.25 (outstanding) BU4061 (Research Paradigms) 3.90 more than acceptable. The “encouraging students to learn” and “challenge” components of these scores for all the above subjects has reliably been in the more than acceptable to outstanding band; Tourist Behaviour 4.20, Hons research methods 4.10, Research paradigms 4.00. Nearly all verbal comments are very positive.

Student comments:

- *Prof Pearce provided an education experience I can apply to my working life*
- *Great stories, interesting activities, loved the blogs –really connected the concepts to the real tourist”*
- *As a person from industry I was sceptical-you showed me the value of the study, and we did things that were worthwhile and added to my skills in thinking-particularly the mnemonic we used which I will use to solve problems at work*
- *Prof shows genuine desire to instil knowledge about the subject*
- *very clear, well organised and helped me learn.*
- *You are the best teacher I have ever had (except for the great guru Professor Peter Singer), you made me work the most and learn the most*
(email, Margo. Princeton graduate 2007)

I have taught in a Masters level tourism program in Italy every year since 2004 and, in an evaluation of my teaching in that setting of senior world class tourism and business teachers, I was rated by 70 % of the students as better than other international faculty. Two dimensions in these ratings stand out-“learning by action” (90% superiority) and “showing me how to tackle tourism problems” (80 % superiority).-Institute for Graduate Tourism AILUN Italy 2004-7. At the Ph D level several current and former students have won international research and best paper awards for their work (Yagi 2004, U. Lee, 2005, Son, 2006, Wu 2007) and all acknowledged my pivotal role in their awards typified by Yagi’s comment - “learnt to do so much from you but mostly how to analyse tourism problems and create a research agenda”. (PhD letter of thanks, 2004).

❖ *Participation in the tourism professional world to develop opportunities to enhance student learning.*

I have developed multiple professional contacts to assist in providing tourism students with research opportunities, placement experiences and real world examples to embellish my students' learning environments. These roles include tourism awards judging (state and local levels), over 50 tourism consultancies (regionally and interstate), professional memberships (multiple international associations- especially the UN World Tourism Organisation), and close local involvement with tourism bodies and business research. Through these contacts students have been given access to contemporary tourism problems, have special access to data and information, been able to participate in research funded projects as assistants, been funded on field trips to other states and they have been able to develop networks for employment. The impact on student learning here is vivid and local but informed by theory and concepts throughout- "Love the real stuff" SFS response for TO2006 in 2007.

❖ *Development of imaginative, quality teaching resources*

In an area where few tourism texts existed I have authored two major resource works which have been widely used and praised. The first "Tourism: Bridges across Continents" was a foundation text book and became the second best selling Australian tourism text from 1998-2003. It was used in 9 Australian tourism teaching universities. It had several points of originality to foster student learning including Recall Review Reflect, Top Ten Trends, Contemporary Career Challenges, Innovative Industry Ideas, and Activities and Applications. The 449 page book was written in response to mid 1990s student feedback suggesting an Australian student oriented text was needed (none existed) which was more engaging and student friendly than the major US volume. "Easy to read, lots of good side-bars, about the most interactive text I have used" – D. Lee Murdoch University staff. In 2005 the 241 page book "Tourist behaviour Themes and Conceptual Schemes" was written in response to 2003 student comments that the subject was great but needed better support materials. My peers liked the book; "an outstanding effort:" Prof Ryan, Waikato and "a valuable new offering" Prof Hsu, Hong Kong. The impact on student learning has been considerable- students cite the material because it engages interest and promotes critical thinking through emphasising knowledge creation not ossified facts about tourism. Using the in class "document cameras", my lecturing and practical sessions frequently incorporate many items used to write the book including photographs of the varied aspects of tourism, material from web site addresses, examples of guest satisfaction forms plus illustrations of tourist signs, maps, postcards, videos, guide books and site plans. The outcomes of these efforts and designs has been to raise student appreciation of the subject (2003 4.15 to 2007 4.60 SFT), express an interest in continued learning through undertaking Honours, learn a specific problem solving mnemonic and build that core capacity to be literate, numerate and articulate.

❖ *A leadership based resolution to be excellent in teaching and research*

I have chosen not to pursue a career in higher education administration so that I could both teach very well and write more myself. I noted with pleasure all my latest 2007 SFS scores 4.20-4.40 (outstanding) for overall teaching quality which I take as a partial outcome of my deliberate campaign to demonstrate to other staff that superior teaching performance and world class research can co-exist. Following in the steps of my 2004 VC's award for supervision, I submit that the evidence shows my innovation and overall leadership in tourism education which has had considerable impact locally and internationally on student learning.