



TQF.3

Bachelor's Degree

Master's Degree

## Course Specification

Course Code: ITM 2301 Course Title: Sustainable Tourism Management

Credits: 3(3-0-6)

Program: Tourism Management, International College

Suan Sunandha Rajabhat University

(SSRUIC)

Semester: 1, Academic Year: 2017

## Section 1 General Information

### 1. Code and Course Title:

Course Code: ITM 2301

Course Title (English): Sustainable Tourism Management

Course Title (Thai): การจัดการการท่องเที่ยวอย่างยั่งยืน

### 2. Credits: 3(3-0-6)

### 3. Curriculum and Course Category:

3.1 Curriculum: Tourism Management

3.2 Course Category:

General Education

Required Course

Elective Course

Others .....

#### **4. Lecturer Responsible for Course and Instructional**

##### **Course Lecturer (s):**

4.1 Lecturer Responsible for Course: Miss Siripen Yiamjanya

4.2 Instructional Course Lecturer (s): Miss Siripen Yiamjanya

#### **5. Contact/Get in Touch**

Room Number: 305 Tel.: 061-7526668

E-mail: rain071\_@hotmail.com; siripen.yi@ssru.ac.th

#### **6. Semester/ Year of Study**

6.1 Semester: 1 Year of Study: 2017

6.2 Number of the students enrolled: 5

#### **7. Pre-requisite Course (If any)**

None

#### **8. Co-requisite Course (If any)**

None

#### **9. Learning Location**

International College, Suan Sunandha Rajabhat University, Nakhon  
Pathom Education Center

Teaching Schedule: Monday / Time 13.00- 16.00 / **Room No.**

#### **10. Last Date for Preparing and Revising this Course:**

Date: 7

Month: August

Year: 2017

## Section 2 Aims and Objectives

### 1. Course Aims

At the end of this course, the student will reach to five domains in the following areas of performance:

#### 1.1 Morals and Ethics

- (1) Be able to deliver or to complete a required task within the appointed time, including presenting at the appointed time.
- (2) Be able to do the right thing according to the values, beliefs and principles of sustainable tourism management they claim to hold.
- (3) Be able to make decisions in business according to moral concepts and judgments.

#### 1.2 Knowledge

- (1) Have understanding of theories and concepts of sustainable tourism management.
- (2) Have understanding of case studies relevant to sustainable tourism management.
- (3) Be able to give general information and knowledge of sustainable management of tourism in Thailand and in ASEAN countries.

#### 1.3 Cognitive Skills

- (1) Be able to apply theories and concepts of sustainable tourism management in case studies and real situations.
- (2) Be able to solve problems that may occur in managing tourism towards sustainability.

#### 1.4 Interpersonal Skills and Responsibility

- (1) Be able to adjust to work in team both as leader and follower.
- (2) Have responsibility for individual and group assignments.
- (3) Have ability in adjusting themselves in multi- cultural environment.

#### 1.5 Numerical Analysis, Communication and Information Technology Skills

- (1) Have basic skill of computer to use in daily life as well as in workplace.
- (2) Have ability in both oral and written communication in English.

## **2. Objectives for Developing/ Revising Course (content/ learning process/ assessment and etc.)**

According to TQF (Thailand Quality Framework: HEd.) with the standards of professional knowledge and experience for Major Requirement Courses, undergraduate students program in Tourism Management Program should have essence of knowledge in the concepts and principles of sustainable tourism management as well as having an ability to apply the lessons with case studies and in actual work. The purpose of improving this course is to meet with the requirement of ASEAN Common Competency Standards for tourism professionals in which there are some minor adjustments for example course description and curriculum mapping. More details were added to the course description of this course in order to cover the principles of sustainable tourism management.

## Section 3 Characteristics and Operation

### 1. Course Outline

*(English)*

Definition, emergence and evolution, overview of environmental, socio-cultural, and economic tourism impacts, major concepts, issues and principles of sustainable tourism management, sustainable resource management, sustainable tourism operations, introduction to visitor management strategies of various types of attractions, alternative tourism, community-based tourism in local and regional context, and the paradox of sustainable tourism. Case studies and fieldwork included.

*(Thai)*

จำกัดความ พัฒนาการของแนวคิดความยั่งยืนและการท่องเที่ยวอย่างยั่งยืน แนวคิดผลกระทบทางเศรษฐกิจ สังคม วัฒนธรรม และสิ่งแวดล้อม ประเด็นต่าง ๆ ในการท่องเที่ยวอย่างยั่งยืน การพัฒนารูปแบบการท่องเที่ยวแนวใหม่ หลักการจัดการการท่องเที่ยวอย่างยั่งยืน การจัดการนักท่องเที่ยวในแหล่งท่องเที่ยว การจัดการการท่องเที่ยวในชุมชน การออกภาคสนามและการสำรวจ

## 2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours)

Lecture (hours)	Remedial Class (hours)	Practice/ Field Work/ Internship (hours)	Self- Study (hours)
45 hours	0 hour	90 hours	Upon Request

## 3. Time Length per Week for Individual Academic Consulting and Guidance

3 hours / week

3.1 Self consulting at the lecturer's office: Room Number: 305

Building: International College (Nakhonpathom Education Center /SSRU)

3.2 Consulting via office telephone/mobile phone: 061- 7526668

3.3 Consulting via E-Mail: (1) rain071\_@hotmail.com

(2) siripen.yi@ssru.ac.th

3.4 Consulting via Social Media (Facebook/Twitter/Line):

Facebook: Siri Yi

3.5 Consulting via Computer Network (Internet/Web board): -

lecturer's website: [http://www.teacher.ssru.ac.th/siripen\\_yi/](http://www.teacher.ssru.ac.th/siripen_yi/)

## **Section 4 Developing Student's Learning Outcomes**

### **1. Morals and Ethics**

#### **1.1 Morals and Ethics to be developed**

- (1) Be able to deliver or to complete a required task within the appointed time, including presenting at the appointed time.
- (2) Be able to do the right thing according to the values, beliefs and principles of sustainable tourism management they claim to hold.
- (3) Be able to make decisions in business according to moral concepts and judgments.

#### **1.2 Teaching Strategies**

- (1) The team of students will help to remind other team members to be on time. Running field trips is another strategy used in building student's punctuality characteristic.
- (2) Provide examples of truthfulness and accuracy in classroom such as no plagiarism, in doing assignments, and during extra activities and field trips.
- (3) Provide case studies that explain ethics in careers in tourism.

#### **1.3 Assessment Strategies**

- (1) Monitor students' attendance
- (2) Evaluate from how much students' level of satisfaction and change of attitudes.
- (3) Evaluate from how much students' papers and presentations are accurate.
- (4) Evaluate from students' responsibility on their contribution on group projects and field trips.



## **2. Knowledge**

### **2.1 Knowledge to be developed**

- (1) Have understanding of theories and concepts of sustainable tourism management.
- (2) Have understanding of case studies relevant to sustainable tourism management.
- (3) Be able to give general information and knowledge of sustainable tourism management in Thailand and in ASEAN countries.

### **2.2 Teaching Strategies**

- (1) Use problem-based learning.
- (2) Use cooperative learning techniques.
- (3) Invite guest speaker who is an expert in real world of tourism logistics management.

### **2.3 Assessment Strategies**

- (1) Evaluate from test, midterm, and final examination.
- (2) Evaluate from group project and individual reports.
- (3) Evaluate from class presentation.
- (4) Evaluate from oral tests.

## **3. Cognitive Skills**

### **3.1 Cognitive Skills to be developed**

- (1) Be able to apply theories and concepts of sustainable tourism management in case studies and real situations.
- (2) Be able to solve problems that may occur in managing tourism towards sustainability.
- (3) Be able to solve problems that may occur during cooperative education.

### **3.2 Teaching Strategies**

- (1) Use problem-based learning.
- (2) Use cooperative learning techniques.

### **3.3 Assessment Strategies**

- (1) Evaluate from test, midterm, and final examination.
- (2) Use Rubric Assessment Criteria in evaluating students' performance in participating in class assignments and project.

## **4. Interpersonal Skills and Responsibilities**

### **4.1 Interpersonal Skills and Responsibilities to be developed**

- (1) Be able to adjust to work in team both as leader and follower.
- (2) Have responsibility for individual and group assignments.
- (3) Have ability in adjusting themselves in multi-cultural environment.

### **4.2 Teaching Strategies**

- (1) Have group participation in class, class works, and university's projects.
- (2) Use cooperative learning techniques.
- (3) Have field trips and research.

### **4.3 Assessment Strategies**

- (1) Evaluate from group project.
- (2) Evaluate from class presentation and participation.

## **5. Numerical Analysis, Communication and Information Technology Skills**

### **5.1 Numerical Analysis, Communication and Information Technology to be developed**

- (1) Have basic skill of computer to use in daily life as well as in workplace.
- (2) Have ability in both oral and written communication in English.
- (3) Be able to use the formal English communication as well as one language of ASEAN countries for specific purposes in tourism management.

## 5.2 Teaching Strategies

- (1) Have courses that train students about how to apply ICT in different functions of tourism management.
- (2) Have group presentation, group discussion for case studies.
- (3) Use e- learning.
- (4) Use cooperative education to provide students with on- the job training in online tour operators or tourism organizations with ready and strong IT systems in business management, operation and administrative functions.

## 5.3 Assessment Strategies

- (1) Evaluate from group presentation and group discussion.
- (2) Evaluate from performance of students in presenting searched information in presentation and paper writing forms.

## 6. Other Domain

None

**Remark:** Symbol ● means ‘major responsibility’

Symbol ○ means ‘minor responsibility’

No symbol means ‘no responsibility’

The above symbols were shown in ‘Curriculum Mapping’ of TQF 2. (Program Specification)

## Section 5 Lesson Plan and Assessment

### 1. Lesson Plan

Week	Topic/ Outline	Periods	Learning Activities and Medias	Lecturer(s)
1	<p><b>Unit 1: Emergence of Sustainable Tourism and Impacts</b></p> <ul style="list-style-type: none"> <li>• Global tourism after the post- World War II and impacts</li> <li>• Reviews of sustainable development milestones</li> <li>• Defining sustainability, sustainable development, sustainable tourism, concepts and objectives</li> <li>• The paradox in sustainable tourism</li> </ul>	3	<ul style="list-style-type: none"> <li>• Pre- test</li> <li>• KWL</li> <li>• Direct instruction</li> <li>• Individual study</li> <li>• E- learning</li> </ul>	Aj. Siripen Yiamjanya
2	<p><b>Unit 2: The Jafari's Platform Model</b></p> <ul style="list-style-type: none"> <li>• Advocacy Platform</li> <li>• Cautionary Platform</li> <li>• Adaptancy Platform</li> <li>• Knowledge-Based Platform</li> </ul>	3	<ul style="list-style-type: none"> <li>• KWL</li> <li>• Problem- based learning</li> <li>• Direct instruction</li> <li>• Cooperative learning</li> <li>• E- learning</li> </ul>	Aj. Siripen Yiamjanya
3	<p><b>Unit 3: The Impacts of Tourism and Major Concepts</b></p> <ul style="list-style-type: none"> <li>• Environmental impacts</li> <li>• Social impacts</li> <li>• Cultural impacts</li> <li>• Economic impacts</li> <li>• Major concepts in tourism impacts</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Group assignment (presentation)</li> <li>• E- learning</li> </ul>	Aj. Siripen Yiamjanya

<b>Week</b>	<b>Topic/ Outline</b>	<b>Periods</b>	<b>Learning Activities and Medias</b>	<b>Lecturer(s)</b>
4	<b>Students' presentation</b>	3	<ul style="list-style-type: none"> <li>• Students' presentation</li> </ul>	Aj. Siripen Yiamjanya
5	<b>Unit 4: Sustainable Tourism Indicators</b> <ul style="list-style-type: none"> <li>• WTO core indicators of sustainable tourism</li> <li>• Sample WTO supplementary indicators of sustainable tourism for selected environments</li> </ul>	3	<ul style="list-style-type: none"> <li>• Case study discussion</li> <li>• Direct instruction</li> <li>• Individual assignment</li> <li>• E- learning</li> </ul>	Aj. Siripen Yiamjanya
6	<b>Unit 5: Concepts and Principles of Sustainable Tourism Management</b> <ul style="list-style-type: none"> <li>• Local participation</li> <li>• Local resources management</li> <li>• Economic beneficial equality</li> <li>• Stakeholders' satisfaction issue</li> <li>• Training and development</li> </ul>	3	<ul style="list-style-type: none"> <li>• KWL</li> <li>• Case study discussion</li> <li>• VDO</li> <li>• Direct instruction</li> <li>• E- learning</li> </ul>	Aj. Siripen Yiamjanya

Week	Topic/ Outline	Periods	Learning Activities and Medias	Lecturer(s)
7	<b>Time dedicated for designing a questionnaire for group survey</b>	3	<ul style="list-style-type: none"> <li>• Student- centered activity: Students think of survey topic and design a survey questions. This activity encourages students to have self-learning to explore issues of interest, brainstorm for survey questions, retrieve information, digest and analyze before designing a questionnaire</li> </ul>	Aj. Siripen Yiamjanya
8	<b>.....Midterm Examination .....</b>			
9	<b>Unit 6: Alternative Tourism</b> <ul style="list-style-type: none"> <li>• Typology of alternative tourism products</li> <li>• Alternative tourism markets</li> <li>• Alternative tourism management</li> </ul> <p style="text-align: center;">+</p> <b>Time dedicated for finishing the questionnaire design for survey</b>	3	<ul style="list-style-type: none"> <li>• KWL</li> <li>• Problem- based learning</li> <li>• Direct instruction</li> <li>• VDO</li> <li>• E- learning</li> <li>• Students are required to contact the lecturer via email as part of classroom communication (*there are marks in this process) sending their questionnaire for reviews (at least 3 times) before receiving an approval for actual fieldwork.</li> </ul>	Aj. Siripen Yiamjanya

Week	Topic/ Outline	Periods	Learning Activities and Medias	Lecturer(s)
10	<b>Students are assigned to go on the survey fieldwork.</b>	3	<ul style="list-style-type: none"> <li>• Cooperative learning</li> </ul>	Aj. Siripen Yiamjanya
11	<b>Unit 7: Urbanization, Urban Tourism and Sustainability</b> <ul style="list-style-type: none"> <li>• Defining urban man-made tourism and built environment</li> <li>• Urban man-made tourism phenomenon and impacts</li> <li>• The Enclave Model</li> <li>• Quality urban tourism</li> </ul>	3	<ul style="list-style-type: none"> <li>• Problem- based learning</li> <li>• Cooperative learning method: Group investigation technique</li> <li>• Direct instruction</li> <li>• VDO</li> <li>• E- learning</li> </ul>	Aj. Siripen Yiamjanya
12	<b>Unit 8 Rural and Community- Based Tourism</b> <ul style="list-style-type: none"> <li>• Defining community-based tourism</li> <li>• Defining rural tourism</li> <li>• The concept of pro-poor tourism</li> <li>• Impacts of community-based tourism</li> <li>• Sustainable management in local and regional contexts</li> </ul>	3	<ul style="list-style-type: none"> <li>• Problem- based learning</li> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• VDO</li> <li>• E- learning</li> </ul>	Aj. Siripen Yiamjanya
13	<b>Unit 9: Visitor Management in Tourist Attractions</b> <ul style="list-style-type: none"> <li>• Visitors' spatial behaviour and impacts</li> <li>• Definition of destination carrying capacity</li> <li>• Types of destination carrying capacity</li> <li>• Managing visitors</li> </ul>	3	<ul style="list-style-type: none"> <li>• Problem- based learning</li> <li>• Direct instruction</li> <li>• E- learning</li> </ul>	Aj. Siripen Yiamjanya

Week	Topic/ Outline	Periods	Learning Activities and Medias	Lecturer(s)
14	<b>Unit 10: Sustainable Tourism Operations in Travel Business</b> <ul style="list-style-type: none"> <li>• Sustainable business management</li> <li>• Sustainable marketing</li> <li>• Case studies</li> </ul>	3	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• VDO</li> <li>• E- learning</li> </ul>	Aj. Siripen Yiamjanya
15	<b>Field trip (place to be announced)</b>	3	<ul style="list-style-type: none"> <li>• Visiting and observing a place</li> </ul>	Aj. Siripen Yiamjanya
16	<b>Survey Presentation</b>	3	<ul style="list-style-type: none"> <li>• Students' survey presentation</li> </ul>	Aj. Siripen Yiamjanya
17	<p>.....<b>Final Examination</b>.....</p> <p>.....<b>Deadline Week for Final Assignment</b>.....</p>			

## 2. Learning Assessment Plan

	Learning Outcome	Assessment Activities	Time Schedule (Week)	Proportion for Assessment (%)
1	<b>Morals and Ethics</b>	1.1 Monitor students' attendance 1.2 Evaluate from how much students' level of satisfaction and change of attitudes. 1.3 Evaluate from how much students' papers and presentations are accurate. 1.4 Evaluate from students' responsibility on their contribution on group projects and field trips.	Throughout the semester	10%



	<b>Learning Outcome</b>	<b>Assessment Activities</b>	<b>Time Schedule (Week)</b>	<b>Proportion for Assessment (%)</b>
2	<b>Knowledge</b>	2.1 Evaluate from test, midterm, and final examination. 2.2 Evaluate from group project and individual reports. 2.3 Evaluate from class presentation. 2.4 Evaluate from oral tests.	Throughout the semester	40% for assignments  20% for midterm examination  30% for final examination
3	<b>Cognitive Skills</b>	3.1 Evaluate from test, midterm, and final examination. 3.2 Use Rubric Assessment Criteria in evaluating students' performance in participating in class assignments and project.	Throughout the semester	(Referred to number 2)
4	<b>Interpersonal Skills and Responsibilities</b>	4.1 Evaluate from group project. 4.2 Evaluate from class presentation and participation.	Throughout the semester	(Referred to number 2)

	<b>Learning Outcome</b>	<b>Assessment Activities</b>	<b>Time Schedule (Week)</b>	<b>Proportion for Assessment (%)</b>
5	<b>Numerical Analysis, Communication and Information Technology Skills</b>	5.1 Evaluate from group presentation and group discussion. 5.2 Evaluate from performance of students in presenting searched information in presentation and paper writing forms.	Throughout the semester	(Referred to number 2)

## Section 6 Learning and Teaching Resources

### 1. Textbook and Main Documents

- Chhabra, D. (2010). *Sustainable marketing of cultural and heritage tourism*. Oxon: Routledge.
- E.S. Higham, J. (2007). *Critical issues in ecotourism: understanding a complex tourism phenomenon*. Oxford: Elsevier.
- Font, X., & Buckley, R. (2001). *Tourism ecolabelling: certification and promotion of sustainable management*. Oxon: CAB International.
- Hall, T. (2006). *Urban geography*. Oxon: Routledge.
- Holden, A. and Fennell, D. (2013). *The Routledge Handbook of Tourism and the Environment*. Oxon: Routledge.
- McKercher, B. and du Cros, H. (2002). *Cultural tourism: the partnership between tourism and cultural heritage management*. New York: The Haworth Hospitality Press.
- Page, S.J. and Hall, C.M. (2003). *Managing urban tourism*. Essex: Pearson Education Limited.
- Park, H.Y. (2014). *Heritage tourism*. Oxon: Routledge.
- Spirou, C. (2011). *Urban tourism and urban change: cities in a global economy*. New York: Routledge.
- Wearing, S., & Neil, J. (2009). *Ecotourism: Impacts, Potentials and Possibilities*. Oxford: Elsevier.

Weaver, D. (2007). *Sustainable tourism: theory and practice*. Oxford: Elsevier.

## 2. Important Documents for Extra Study

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## 3. Suggestion Information (Printing Materials/Website/CD/Others)

<http://www.biodiversity.ru/coastlearn/pp-eng>

<http://www.ecotourism.org>

<http://www.responsibletravel.com>

<https://sustainabledevelopment.un.org>

<http://www.un.org/en/index.html> (search 'sustainable tourism')

<http://www2.unwto.org> (search 'sustainable tourism' / 'community-based tourism' / 'rural tourism')

<http://sustain.pata.org>

# Section 7 Course Evaluation and Revising

## 1. Strategies for Course Evaluation by Students

Using survey questions to collect information from the students' opinions to improve the course and enhance the curriculum. Examples of question:

- (1) Content objectives were made clear to the students.
- (2) The content was organized around the objectives.
- (3) The content was sufficiently integrated.
- (4) The content was sufficiently integrated with the rest of the first year curriculum.
- (5) The instructional materials were used effectively.
- (6) The learning methods appropriately assess the students' understanding of the content.
- (7) Overall, students are satisfied with the quality of this course.

## 2. Strategies for Course Evaluation by Lecturer

2.1 Lecturers team observes the class and discuss the results as follow:

- (1) The lecturer is well prepared for class sessions.
- (2) The lecturer answers questions carefully and completely.

- (3) The lecturer uses examples to make the materials easy to understand.
- (4) The lecturer stimulates interest in the course.
- (5) The lecturer made the course material interesting.
- (6) The lecturer is knowledgeable about the topics presented in this course.
- (7) The lecturer treats students respectfully.
- (8) The lecturer is fair dealing with students.
- (9) The lecturer makes students feel comfortable about asking questions.
- (10) Course assignments are interesting and stimulating.
- (11) The lecturer uses technology to enhance learning in the classroom.

2.2 The director/ head of program construct assessment items to evaluate four dimensions of lecturer's competencies: teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes

### **3. Teaching Revision**

Lecturer revises teaching/ learning process based on the results from the students' survey questions, the lecturer team's observation, and classroom research.

### **4. Feedback for Achievement Standards**

International College Administrator Committee monitors the assessment process and grading.

### **5. Methodology and Planning for Course Review and Improvement**

- (1) Revise and develop course structure and process every three years.
- (2) Assign different lecturers teach this course to enhance students' performance.

**Curriculum Mapping Illustrating the Distribution of Program Standard Learning Outcomes to Course Level**

Courses	1. Morals and Ethics			2. Knowledge			3. Cognitive Skills			4. Interpersonal Skills and Responsibility			5. Numerical Analysis, Communication and Information Technology Skills			6. Other Domain i.e. Learning Management Skills		
	● Major Responsibility									○ Minor Responsibility								
Course Category: <i>Required Course</i>	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Course Code: <i>ITM 2301</i> Course Title: <i>Sustainable Tourism Management</i>	○	●	○	●	○	○	●	○	○	○	●	○	○	●	○	-	-	-