



TQF.3

Bachelor's Degree

Master's Degree

### **Course Specification**

Course Code: ITM2401 Course Title: Cultural Tourism Management  
Credits: 3 (3-0-6)

Program: Tourism Management  
International College  
Suan Sunandha Rajabhat University  
(SSRUIC)

Semester : 2 Academic Year : 2559

## Section 1 General Information

### 1. Code and Course Title :

Course Code: ITM 2401  
Course Title (English): Cultural Tourism Management  
Course Title (Thai): การจัดการการท่องเที่ยวเชิงวัฒนธรรม

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

### 3. Curriculum and Course Category:

3.1 Curriculum: Bachelor of Business Administration,  
International College, SSRU is categorized in Tourism Management.

#### 3.2 Course Category:

General Education                      X Required Course  
 Elective Course                               Others .....

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

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

4.1 Lecturer Responsible for Course:

4.2 Instructional Course Lecturer(s):

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

Room Number 305 Tel. E-mail [antoni.annecy@gmail.com](mailto:antoni.annecy@gmail.com)

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

6.1 Semester: 2 Year of Study 59

6.2 Number of the students enrolled

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

None

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

None

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

Building Number: SSRUIC

Room Number 407

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

Date 28<sup>th</sup> Month December Year 2016

### **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 when conducting a tour.
- (2) Be able to do the right thing according to the values, beliefs and principles 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 in tourism management.
- (2) Have understanding of case studies relevant to tourism management.
- (3) Be able to give general information and knowledge of Thailand and tourist attractions in Thailand and ASEAN countries.

### **1.3 Cognitive Skills**

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

### **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.
- (3) Be able to use the formal English communication as well as one language of ASEAN countries for specific purposes in tourism management.

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

According to TQF (Thailand Quality Framework: HEEd.) 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 cultural 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 cultural tourism management.

### **Section 3 Characteristics and Operation**

#### **1. Course Outline**

(English)

Introduction to culture- based tourist attractions, cultural and urban tourism, concepts and theories of cultural management focusing on cultural heritage both tangible and intangible ones. Study of creative economy of cultural tourism, planning for development, preservation and promotion. Example cases of cultural tourism management in heritage cities included.

(Thai)

แหล่งท่องเที่ยวเชิงวัฒนธรรม การท่องเที่ยวในเมือง แนวคิดและทฤษฎีเกี่ยวกับการจัดการการท่องเที่ยวเชิงวัฒนธรรมโดยเน้นไปที่มรดกทางวัฒนธรรมทั้งที่จับต้องได้และจับต้องไม่ได้ การท่องเที่ยวเชิงวัฒนธรรมกับเศรษฐกิจสร้างสรรค์ การวางแผนพัฒนา การอนุรักษ์ การส่งเสริม ตัวอย่างกรณีศึกษาของการจัดการท่องเที่ยวเชิงวัฒนธรรมในเมือง

## 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)
3	3	0	6

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

(The lecturer responsible for course identifies the information, for example, 1 hour / week)

3.1 Self consulting at the lecturer's office: Room Number 308 Building SSRUIC International College (Nakhonpathom Education Center/SSRU)

3.2 Consulting via office telephone/mobile phone:

3.3 Consulting via E-Mail

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

3.5 Consulting via Computer Network ( Internet/Web board) LIVE SESSIONS

## 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 when conducting a tour.
- (2) Be able to do the right thing according to the values, beliefs and principles 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) Bring students on field trips to cultural and historical attractions as well as local communities in order to nurture students' respect for places and persons.
- (3) Provide examples of truthfulness and accuracy in classroom such as no plagiarism, in doing assignments, and during extra activities and field trips.
- (4) Provide case studies that explain ethics in careers in tourism.

## **1.3 Evaluation 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 acquired**

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

### **2.3 Evaluation Strategies**

- (1) Evaluate from test, midterm, and final examination.
- (2) Evaluate from group project report, operating tour, conducting research and organizing seminar.
- (3) Evaluate from class presentation.
- (4) Evaluate from oral test and conducting tour.

## **3. Cognitive Skills**

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

- (1) Be able to apply theories and concepts in tourism management in case studies and real situations.
- (2) Be able to solve problems that may occur during managing tours.
- (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) Apply Tour Business Training Project.
- (4) Use research and seminar teaching style.

### **3.3 Evaluation Strategies**

- (1) Evaluate from test, midterm, and final examination.
- (2) Use Rubric Assessment Criteria in evaluating students' performance in participating in Tour Business Training Project.
- (3) Use Rubric Assessment Criteria in evaluating students' performance in participating in research project and seminar.



#### **4. Interpersonal Skills and Responsibility**

##### **4.1 Interpersonal Skills and Responsibility 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 Evaluation Strategies**

- (1) Evaluate from group project, operating tour and conducting research.
- (2) Evaluate from class presentation and participation.

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

##### **Technology Skills**

##### **5.1 Numerical Analysis, Communication and Information Technology Skills 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 Evaluation 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

**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

Learning Week	Topic/ Outline	Hours	Learning Activities and Medias
1	<b>Unit 1: Introduction</b> <ul style="list-style-type: none"> <li>Defining cultural tourism</li> <li>Key issues: linking cultural heritage management and tourism management</li> </ul>	3	<ul style="list-style-type: none"> <li>Pre- test</li> <li>KWL</li> <li>Direct instruction</li> <li>E- learning</li> </ul>
2	<b>Unit 2: Challenges in achieving sustainable cultural tourism</b> <ul style="list-style-type: none"> <li>Culture and tourism: collaborators or competitors</li> <li>Relationships between tourism and cultural heritage management</li> <li>The consequences</li> <li>The solutions</li> </ul>	3	<ul style="list-style-type: none"> <li>PBL</li> <li>Direct instruction</li> <li>Case study discussion</li> <li>Exercise</li> <li>E- learning</li> </ul>
3	<b>Unit 3: How tourism works</b> <ul style="list-style-type: none"> <li>Nature of tourism</li> <li>Attractions drive tourism</li> <li>Factors influencing visitation levels</li> <li>Tourist behavior</li> <li>Cultural tourism</li> </ul>	3	<ul style="list-style-type: none"> <li>PBL</li> <li>Direct instruction</li> <li>Case study discussion</li> <li>Exercise</li> <li>E- learning</li> </ul>
4	<b>Unit 4: Cultural heritage management</b> <ul style="list-style-type: none"> <li>Core concepts</li> <li>Cultural heritage management and tourism</li> <li>Negative and positive impacts of tourism</li> </ul>	3	<ul style="list-style-type: none"> <li>PBL</li> <li>Direct instruction</li> <li>Case study discussion</li> <li>Exercise</li> <li>E- learning</li> </ul>
5	<b>Unit 5: Tangible heritage</b> <ul style="list-style-type: none"> <li>Process- driven conservation of tangible cultural heritage</li> <li>The scope of tangible heritage assets</li> <li>Cultural significance of heritage assets</li> <li>Authenticity</li> <li>Tourism authenticity, and commodification</li> <li>Visitors accessibility to tangible heritage assets</li> </ul>	3	<ul style="list-style-type: none"> <li>PBL</li> <li>Direct instruction</li> <li>Case study discussion</li> <li>Exercise</li> <li>E- learning</li> </ul>

Learning Week	Topic/ Outline	Hours	Learning Activities and Medias
6	<b>Unit 6: Intangible heritage and its management</b> <ul style="list-style-type: none"> <li>• Recognition of intangible cultural heritage management</li> <li>• Intangible heritage assets- management and tourism issues</li> <li>• Authenticity and cultural space</li> <li>• Tourism and changes of intangible heritage</li> <li>• Culturally appropriate and sustainable use of assets</li> </ul>	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• Exercise</li> <li>• E- learning</li> </ul>
7	<b>Unit 7: Cultural tourism products- a regional perspective</b> <ul style="list-style-type: none"> <li>• Product</li> <li>• Benefits of adopting a marketing approach to product development</li> <li>• Hierarchy of attractions</li> <li>• Developing cultural tourism attractions</li> </ul>	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• Exercise</li> <li>• E- learning</li> </ul>
8	..... <b>Midterm Examination</b> .....		
9	<b>Unit 8: Commodification and cultural tourism products</b> <ul style="list-style-type: none"> <li>• Creating cultural tourism products or attractions</li> <li>• Tactics</li> </ul>	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• Exercise</li> <li>• E- learning</li> </ul>
10	<b>Unit 9: The cultural tourism market: a cultural tourism typology</b> <ul style="list-style-type: none"> <li>• Who are cultural tourists?</li> <li>• A typology of cultural tourists: recognizing different cultural tourists</li> <li>• Five types of cultural tourists</li> </ul>	3	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Self- Study</li> <li>• Case study discussion</li> </ul>
11	<b>Unit 10: Promoting and messaging the cultural tourism products</b> <ul style="list-style-type: none"> <li>• Using cultural and heritage assets to brand a destination</li> <li>• The role of involved groups in conveying messages</li> <li>• Effects of many involved groups on the message passed to the tourist</li> </ul>	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• Exercise</li> <li>• Integrate with academic service project 2016</li> <li>• Title: English for Community based Tourism Development, Banglen district, Nakhon Pathom</li> </ul>

<b>Learning Week</b>	<b>Topic/ Outline</b>	<b>Hours</b>	<b>Learning Activities and Medias</b>
12	<b>Unit 11: Assessment</b> <ul style="list-style-type: none"> <li>• Assessing the tourism potential of assets</li> <li>• Considering the wider context</li> <li>• Understanding the assets in its setting</li> <li>• Asset specific issues: ‘place’ and cultural spaces</li> <li>• Stakeholder and consultation issues</li> <li>• People, skills and financial resources</li> </ul>	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• Exercise</li> <li>• E- learning</li> </ul>
13	<b>Unit 12: Asset auditing and planning</b> <ul style="list-style-type: none"> <li>• An audit model</li> <li>• An audit procedure</li> <li>• Testing the procedure</li> <li>• Planning</li> </ul>	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• Exercise</li> <li>• E- learning</li> </ul>
14	<b>Unit 13: Cultural tourism marketing</b> <ul style="list-style-type: none"> <li>• Marketing as a management tool</li> <li>• Unique features of marketing in cultural tourism</li> <li>• Strategic thinking</li> <li>• Sustainable competitive advantages</li> <li>• Role of research</li> <li>• The marketing plan</li> <li>• The four Ps.- the marketing mix</li> </ul>	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• Exercise</li> <li>• E- learning</li> </ul>
15	<b>Unit 14: The case of creative economy in cultural tourism</b> <ul style="list-style-type: none"> <li>• Defining creative economy</li> <li>• Role of creative economy</li> <li>• Implication in cultural tourism</li> </ul>	3	<ul style="list-style-type: none"> <li>• PBL</li> <li>• Direct instruction</li> <li>• Case study discussion</li> <li>• Exercise</li> <li>• E- learning</li> </ul>
16	<b>Make-up Class</b>	3	<ul style="list-style-type: none"> <li>• Make-up Class</li> <li>• Students’ presentation</li> </ul>
17	<p>.....<b>Final Examination</b>.....</p> <p>.....<b>Deadline Week for Final Assignment</b> .....</p>		
<b>Total Hours</b>		45	

## 2. Learning Assessment Plan

	<b>Learning Outcome</b>	<b>Assessment Activities</b>	<b>Time Schedule (Week)</b>	<b>Proportion for Assessment (%)</b>
1	<b>Morals and Ethics</b>	Attendance/Discipline	Throughout the semester	5%
2	<b>Knowledge</b>	Midterm Test & Final Examination	8/17	20% and 30%
3	<b>Cognitive Skills</b>	Assignments/Reports	Throughout the semester	40%
4	<b>Interpersonal Skills and Responsibilities</b>	Group/Pair work	Throughout the semester	
5	<b>Numerical Analysis, Communication and Information Technology Skills</b>	E-Learning	Throughout the semester	5%

## Section 6 Learning and Teaching Resources

### 1. Textbook and Main Documents

McKercher, B. and du Cros, H. (2002). *Cultural tourism: the partnership between tourism and cultural heritage management*. New York: The Haworth Hospitality Press.

### 2. Important Documents for Extra Study

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

<http://whc.unesco.org/>

<http://www.unescobkk.org/>

<http://cbtnetwork.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**

a. 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.
- b. 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 2402</i> Course Title: <i>Cultural Tourism Management</i>	○	○	●	●	○	○	●	○	○	○	●	○	○	●	○	○	○	●