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## Editorial

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Welcome to Edition 2 of Volume 8 of JOHLSTE. As a general point I would like to start by recording my delight that the content of this edition reflects the growing international sweep of the journal with papers from many different parts of the world. I would very much like to encourage the continued submission of such papers. Moving on to the content of this edition, normally in the introductory editorial I distinguish between academic and practice papers but in this instance I will introduce the papers of the main section according to the three broad themes of curriculum design, learning and progression.

Under the heading of curriculum design Lorenzo Cantoni, Nadzeya Kalbaska, and Alessandro Inversini offer us a paper titled *eLearning in Tourism and Hospitality: A Map*. In this paper the authors' interest is on the increasing availability of on-line courses. They survey a range of online courses that are available and categorise them into themes to provide us with an overview of a phenomenon that is of increasing significance. The next two papers with a curriculum theme each offer evaluations of courses. The title of the first of these is *Course Design in Sport Management Education: Addressing Students' Perspectives through Conjoint Methodology* by Doyeon Won and Gonzalo Bravo. Here the authors analysed the preferences of students in North America following Sport Management courses. Their results suggest that students prefer a course that covers thematic content, incorporates field trips, utilises web tools, assigns both individual and group projects, emphasises lectures and discussion, and includes a larger number of assessments. These are very useful findings with a strong practical benefit for those teaching in this area. The final paper under the curriculum heading is a timely one. There has been a spectacular growth in the provision of university courses in Events Management and Kyong Mo Lee, Myong Jae Lee and Hee Jung Kim present a paper which is *A Comparison of Student and Industry Perceptions of the Event Management Curriculum in Korea*. Their study compared student and industry practitioner perceptions of the event management curriculum in Korea. In terms of curriculum priorities the findings of their research were that event marketing and planning were key issues for event management education. Interestingly the authors also found significant differences in the perceptions of the event management curriculum between students majoring in event management and industry professionals. This suggests a need for improved communications between the educational sector and its two key client stakeholders – the industry and the students.

The next set of papers all fall under the heading of learning and the student experience. The first of these is by Angela Tomkins and is titled *"It Was A Great Day When...": An Exploratory Case Study of Reflective Learning Through Storytelling*. In this paper Tomkins explores the process of encouraging reflection through storytelling focussing on a group of six Leisure Management final year undergraduate students on a post-work experience module. The author commends this approach as having many benefits for student learning. Next Wanda Costen's paper is titled *The Value of Staying Connected with Technology: An Analysis Exploring the Impact of Using a Course Management System on Student Learning*. There has been a notable expansion in the use of blended learning where e-learning

platforms play an increasing part in the student experience. Costen's study explores a specific aspect of e-learning, the discussion board, and evaluates the impact of this tool on student learning in two courses in a hospitality management programme. In the third paper on learning Ian Gilhespy explores *Issues in the development of An Inclusive Curriculum: Listening to Student Voices in the Evaluation of Reusable Learning Objects (In The Subject Areas of Sport, Leisure and Outdoor Adventure)*. Gilhespy reports the outcomes of a study designed to examine the educational effectiveness of reusable learning objects for students with particular needs (with specific reference to disabled students on programmes related to sport, leisure and outdoor adventure). The study pays particular attention to the voices of students in expressing the constraints of their own educational experiences and relating the uses of RLOs in managing these constraints. The findings of the study suggest that RLOs provide a rich source of learning material but that this may be a function of the student's established coping strategies including "lone working", and anxiety management. Nancy Stevenson's paper is titled *Enhancing the Student Experience by Embedding Personal Tutoring in the Curriculum*. Personal tutoring has sometimes been something of an add-on to the curriculum and traditionally approached by the use of discrete tutorial curriculum time. Stevenson reports on an initiative to improve the effectiveness of personal tutoring by embedding it into the curriculum. In the project tutorials are delivered within a core module and focus on enabling students to develop study skills, reflect on their learning and plan for their future.

*The Impact of Creative Culinary Curriculum on Creative Culinary Process and Performance* is the title of the paper by Jeou-Shyan Horng and Meng-Lei Hu. This study used a quasi-experimental design and the authors report on two research questions. These were first to assess the impact of a creative culinary curriculum that emphasises teamwork on culinary arts students' creative process and creative performance and second to assess the impact of the creative culinary process itself on creative culinary performance. Howard Hall and Andrew Hill's paper is titled *Student Investment in a Research Methods Course: The Influence of Achievement Goals on Motivational Patterns*. Their study examined the influence of mastery, performance approach and performance avoidance goals on patterns of achievement-related cognition and affect in first-year students undertaking a research methods module. The results revealed that a cluster of failure-avoidant students exhibited motivational patterns that were significantly more debilitating than those exhibited by a cluster of mastery-oriented students and achievement-oriented overstrivers. The final paper on the subject of learning poses an interesting question: *Choosing Texts for Today's Students: Do they Understand Language?* Alison Kirkness and Lindsay Neill examined the language demands of a textbook chapter and a journal article from course readings for first-year students in a hospitality degree. The paper presents the results of the study and compares the teacher's criteria for selecting reading materials with the students' evaluation of the materials.

The final topic of the main part of this edition is that of progression and the papers fall into three neat phases of entering courses, progressing through courses and post-course careers. In the first paper Metin Kozak and Yesim Cosar investigate *How Decision Strategies and School-Based Pull Factors Associate with Students' Choice of Tourism Schools?* Their study uses university students studying in five different tourism schools operating in Turkey and investigates three specific questions. First they ask to what extent do decision strategies used by students when making their choice of school correlate with their level of satisfaction with the chosen school. Second they ask to what extent do such strategies correlate with their future behaviour (eg word-of-mouth recommendation or switching to a different school in future). Third they ask to what extent do school-based variables (equality, accessibility, etc) relate to the above mentioned three fundamental variables in the same order (i.e. satisfaction, recommendation and switching)? Glyn Howatson and Paul Dancy's paper is *An Examination of the Changing Profile of Sport Science Students and the Impact on Degree Outcome*. This paper addresses an interesting aspect of widening participation. It notes the UK government's policy of increasing student numbers by widening participation from non-standard entrants. In the light of this the authors examine changes in variables that may indicate increased widening participation in the sport science programme between two cohorts graduating before and after the government policy shift (graduates from 2000 and

2006) and report on changes in degree outcomes during the same period. Finally Samuel Seongseop Kim, Hejin Chun and James Petrick offer a paper entitled *Career Path Profiles of General Managers of Korean Super Deluxe Hotels and Factors Influencing their Career Development: Vocational Insights for Htm Students and Hotel Employees*. Here the authors assess the career paths of super deluxe hotel General Managers working in Korea and their attitudinal views and compare Korean GMs with foreign GMs.

The educational resources review section of this edition of JOHLSTE is concerned with the topic of plagiarism. In this section the educational resources review editor, Stephanie Jameson introduces the subject and then hosts invited papers from different stakeholders involved with this issue. Gill Rowell offers a perspective on a commonly used plagiarism detection device in a piece titled *TurnitinUK: Plagiarism Detection Software?* Erica Morris offers *A perspective from the Academy JISC (Joint Information Services Committee) Academic Integrity Service* and Jude Carroll from Oxford Brookes University asks “*Should we use Turnitin at this University?*” Finally, Stephanie reflects on her own experiences of plagiarism.