

presentation promotes a shift from tokenism to embedding the notion of inclusion that raises awareness, knowledge and practical skills relevant to students as future managers and global citizens.

Importance of Tourism Education and Tourismology: the case of Portugal

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The paper pretends to discuss about the importance of Tourism Studies in Portuguese higher education institutions and their scientific and educational nature and status, mainly to interpret about their maturity level.

The research includes secondary data from Portuguese HEI's, demonstrating the importance of this study area, and a focus group implementation to understand their development in scientific, disciplinary and educational fields.

The HEI's invested significantly in Tourism education areas, over the past thirty years. There are diversity in educative approaches and curricular organization models in Portugal. Within this context, the debate about the actual tourism education organization and the institutional background in the national perspective network seems to be essential for their sustainability. The results could help the academic community to better understand the

Tourismology nature and approach and their educational and scientific implications.

Use of Audience Response Systems (ARS) in the HE Teaching and Learning Context

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This paper explores the use of Audience Response Systems (ARS) to investigate how this method affects engagement and academic performance of postgraduate tourism and hospitality students coming from diverse educational and cultural backgrounds. ARS belongs to the constructivist philosophy of learning, which emphasises student-centred, active learning and the role of the tutor as a facilitator. Literature review suggests increasing popularity of ARS in academic settings to address the issue of low student engagement.

ARS permits tutors to encode knowledge into electronically displayed questions and use technology to provide instant feedback addressing different learning styles. Data was collected from postgraduate students through questionnaires, informal conversations and peer observations. Results from the study confirmed that ARS can be used as a High Impact Teaching method and a teaching innovation when the cognitive principles are followed. The method enabled students to be active in their understanding of knowledge, encouraged awareness of the learning through use of self-assessment and evaluation, and improved academic performance.