

HEI Educators Guide

Regional Tourism Crisis Management Curriculum

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Navigating
Tourism
Crisis Recovery



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission supports the production of this publication and does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be of the information contained therein 2020-1-UK01-KA203-079083

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Download the RTCM Course Here

<https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/>

Introduction

Regional Tourism Crisis Management (RTCM) Course

The Regional Tourism Crisis Management (RTCM) Course aims to equip HEI (Higher Education) educators and students with an essential methodical approach to regional tourism crisis management.

The Need for the HEI Regional Tourism Crisis Curriculum

The COVID-19 pandemic was the catalyst for developing this Regional Tourism Crisis Management (RTCM) Curriculum. On 12 March 2020, COVID-19 was officially declared a global pandemic by the World Health Organization (WHO) bringing significant social, economic, and environmental costs to the tourism sector globally. Among all industries, the tourism industry was one of the most severely impacted. As the pandemic spread, many countries and cities closed their borders.

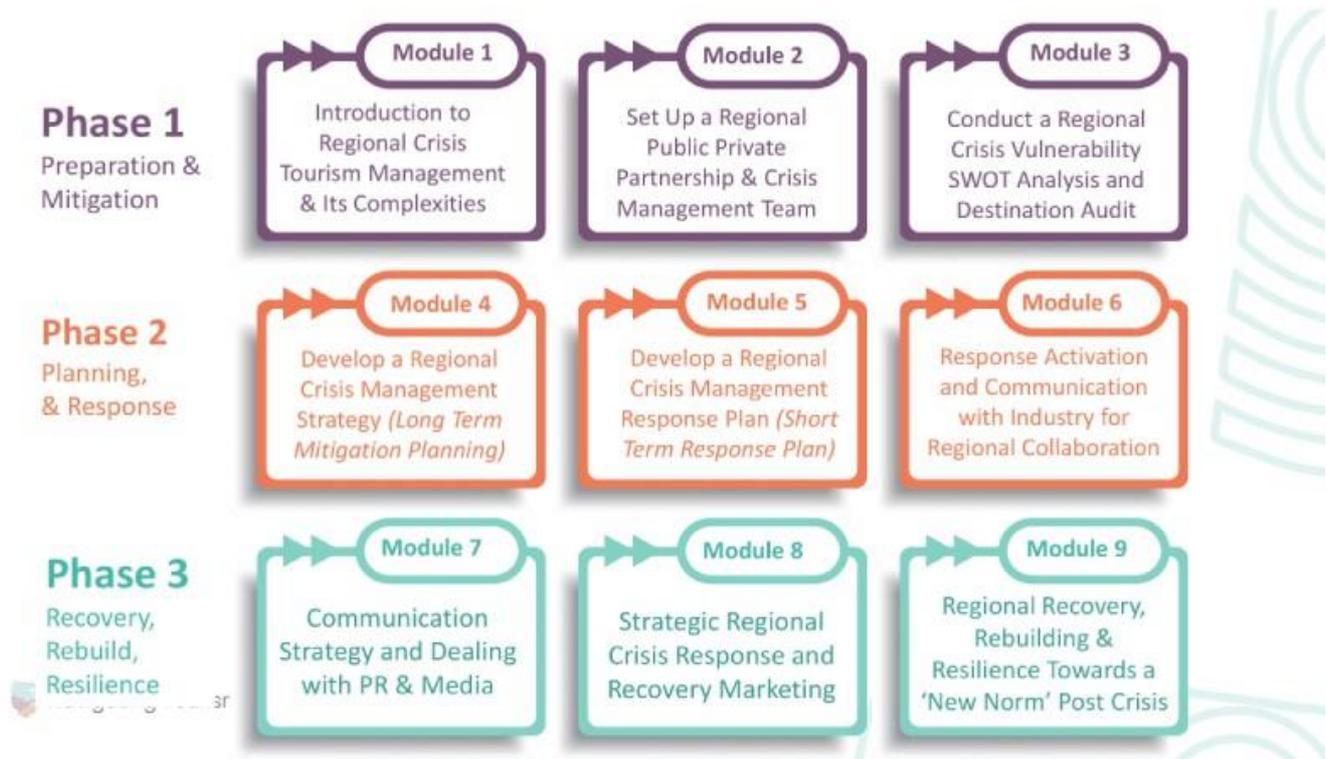
In 2020, international tourism arrivals declined by 93 per cent compared with 2019 (Tourism International, 2021). The pandemic also brought significant changes in consumers' requirements, and behaviours posing great challenges to tourism destination managers and tourism business operators (Sigala, 2020).

The **Regional Tourism Crisis Management (RTCM) Course** was designed to assist HEI educators' and students' understanding of how regional tourism destinations can not only recover from future potential crises but, if possible, mitigate the impact, or even better prevent the crisis from happening in the first place.

The Regional Tourism Crisis Management (RTCM) Course consists of **9 Modules** that HEI educators can incorporate into their teaching of the student community (and indeed wider regional stakeholders). They are designed to educate students who want to learn about regional tourism crisis management over the 3 key crisis phases **Preparation, Response, and Recovery**. **HEI students** will learn about regional tourism crisis preparation, prevention, mitigation, response, and recovery management practices using different methods, approaches, models, practices, and theories. Curriculum learning is supported by sample templates, practical and research exercises for deeper thinking and understanding, case studies, instructional units, resources, and research material.

Download Regional Tourism Crisis Management (RTCM) Course

<https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/>



Responding to European Tourism Crisis Resilience

European tourism regions will enhance their resilience, preparation, and recovery strategies and plans so that they can be better protected from a future crisis. The TC NAV Curriculum.

- Looks at the different applications of regional tourism crisis management **strategies, and models** delivered across diverse European and international relevant contexts.
- Highlights key concepts demonstrated in **real-life application scenarios** and regional tourism **case studies**.
- Demonstrates how to develop a series of regional tourism **crisis-specific tools, strategies, and plans** need to assist a region to protect and rebuild its brand and reputation.
- The course also discusses approaches to **reopening, recovery, rebuilding, and resilience** focusing on timely post-pandemic scenarios.



Module 1: Introduction to Regional Tourism Crisis Management and its Complexities in a European Context



Module 2: Setting up a Public-private Sector Partnership & Tourism Crisis Management Team



Module 3: Conduct a Regional Crisis Risk Assessment, SWOT Analysis and Regional Crisis Audit

Download **HEI Module 1**
 RTCM-HEI-MODULE-1.zip - 107.93 MB - 70
[Downloads](#)

Download **HEI Module 2**
 RTCM-HEI-MODULE-2.zip - 93.66 MB - 55
[Downloads](#)

Download **HEI Module 3**
 RTCM-HEI-MODULE-3.zip - 104.83 MB - 48
[Downloads](#)



Download **HEI Module 4**
 RTCM-HEI-MODULE-4-Regional-Crisis-Management-Strategy-Prepare-Mitigate-Long-term.pptx - 116.87 MB - 44 Downloads

Download **HEI Module 5**
 RTCM-HEI-MODULE-5-Regional-Crisis-Management-Plan-Response-Recovery-Short-term-Plan.pptx - 56.61 MB - 42 Downloads

Download **HEI Module 6**
 RTCM-HEI-MODULE-6-Response-Activation-and-Industry-Communication-For-Cohesive-Collaboration-1.pptx - 98.65 MB - 63 Downloads



Download **HEI Module 7**
 RTCM-HEI-MODULE-8-Strategic-Marketing-for-Regional-Crisis-Response-and-Recovery-1.pptx - 67.99 MB - 57 Downloads

Download **HEI Module 8**
 RTCM-HEI-MODULE-9-Regional-Tourism-Recovery-Rebuilding-Resilience-Towards-a-New-Norm-Post-Crisis.pptx - 99.79 MB - 50 Downloads

Download **HEI Module 9**
 RTCM-HEI-MODULE-9-Regional-Tourism-Recovery-Rebuilding-Resilience-Towards-a-New-Norm-Post-Crisis.pptx - 99.79 MB - 43 Downloads

Download Regional Tourism Crisis Management (RTCM) Course
<https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/>

Welcome to the RTCM HEI Educators Guide

Regional Tourism Crisis Management (RTCM) Course

The purpose of this guide is to provide HEI educators in higher education institutions with the knowledge, skills, and competences needed to develop, enhance, and deliver the Regional Tourism Crisis Management (RTCM) Course so that they can support students' learning. This course is designed for new tutors/lecturers/teachers/ educationalists or more experienced teachers who wish to update, further develop, or enhance their teaching, learning, and assessment content particularly, in meeting recent high-demand topic areas such as Regional Tourism Crisis Management (RTCM).

The value of the traditional lecture is that, if the lecturer is on top of his/her subject, they will be presenting the students with the most up-to-date knowledge in the field. Their expertise on a particular topic will shine through. Biggs and Tang (2007, p. 139)

This Guide seeks to complement the work of the NFETL (2016) and builds on the framework which contains five domains and is underpinned by the values of inclusivity, authenticity, scholarship, learner-centredness, and collaboration.

At the end of this document to further support HEI educators there is a list of resources developed by Teresa Whitaker (Higher Education Colleges Association) taken from [‘A Handbook and Tool Kit For Higher Education Institutions In Ireland’](#)

Designed with HEI Educators in Mind!

An exploratory and uncritical approach was taken in developing the course modules; HEI educators are at their own discretion to use the content entirely or partially as part of their own content related to Regional Tourism Crisis Management (RTCM). The content of each Module is open source with complementary resources, articles, research, exercises, and additional content.

“To accommodate lecturers’ and educators’ needs these modules can be shortened, modified, shortened, or combined to however you think will work best for your student learning. Please respect copyrights, branding, and acknowledgement that these resources and materials were developed by Navigating Tourism Crisis Recovery with the funding and support of the Erasmus+ European Commission.” (TC NAV project)

National and International Drivers of Change

It is important that the new teacher/tutor/lecturer is familiar with the level of his/her programme on the National Framework of Qualifications, and the programme and module learning outcomes. The Organisation for Economic Cooperation and Development (OECD) has been pivotal in driving and influencing education systems in Europe. The OECD gathered data from 29 countries on the quality of teaching in third-level education (OECD, 2010). They found technology has improved pedagogy and student-teacher interactions. Quality teaching must be thought of dynamically and contribute to new areas (such as innovation, civic and regional development), to produce an appropriately skilled workforce to meet the challenges of the 21st century.

The National Strategy for Higher Education to 2030 (Department of Education and Skills [DES], 2011) states that the vision of higher education in Ireland is to achieve three objectives:

1) teaching and learning

- 2) research (investment and capacity building, relationship between research and teaching, and
- 3) engagement (responsibility towards society and the world).

Prepare to Integrate the RTCM Course into Your Curriculum

Digital Online Course Design to Facilitate Online and Hybrid Learning

The sudden shift from face-to-face to hybrid and online classes has meant that HEI educators needed to rethink and redesign their teaching practices. As a result, students have become more autonomous, so online courses should offer flexibility, making students the owners of their learning process. To accommodate the need the Regional Tourism Crisis Management (RTCM) Course is developed and accessible for free online with a dedicated platform. The content and resources are also available and free in downloadable editable versions. It is available in multiple European languages, English, Dutch, Spanish, and Icelandic. It also has a dedicated online digital platform with a suite of multiple additional resources (see below) to facilitate a more meaningful, enhanced, and accessible online learning experience.

International Needs Analysis on Tourism Crisis Management for SMEs

<https://www.tourismrecovery.eu/international-needs-analysis-on-tourism-crisis-management-for-smes/>

VET and SME Tourism Crisis Curriculum

<https://www.tourismrecovery.eu/vet-sme-tourism-crisis-curriculum-en/>

HEI Regional Tourism Crisis Curriculum

<https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/>

Tourism Crisis App

<https://app.tourismrecovery.eu/>

Even with the widespread use of e-learning and the creative use of new types of learning spaces, lecturing is still used to convey new knowledge or skills to a large number of students in a relatively short time. Often, they introduce key and new concepts such as the Regional Tourism Crisis Management (RTCM) Course which can then be developed and delivered using many different methods, self-directed learning, seminars, discussions, workshops and, tutorials. HEI lecturers are now expected to be more dynamic, encourage active learning, and establish a rapport and connection with students. They are expected to engage students critically and quizzically rather than simply delivering monologues prompted by slides.

This section provides some guidelines and suggestions on how to do this. It is worth considering that lectures must always be aware of their delivery, the learning environment they operate in, the learners, and technology which we all know often causes its own set of issues in the quality of delivery.

A Focus on Student-Centered Design

The Regional Tourism Crisis Management (RTCM) Course is developed with a student-centred design in mind so that optimal online teaching can take place. Student-centred design is essentially thinking about what students will have to do to learn and providing additional learning opportunities where possible. It shifts the focus of classes from teacher and subject matter to student and exercise-based learning. Taking this into consideration, included in each Module is a set of research articles, exercises, assessments, documents, guides, extra reading, and documents where HEI learners can explore complementary research activities and examine their questions and provide answers.

These supporting and additional resources are integrated so that you can facilitate student-centred design in your lecture using different approaches using interactive and individual learning methods.

- Reflecting on varied choices of **questions for exams**
- **Group discussions** (small/large/classroom)
- **Reflective writing** or essays or projects (to come up with and further explore different points of views, solutions, and ideas)
- **Poster design and presentation** (to support visual understanding and analysis)
- **Field trips** (accessing opportunities and exposing experiences to students that cannot be delivered in the classroom)
- **Problem-based learning** (so students can explore and explain concepts by applying course content to real-world examples)
- **Peer mentoring** (where more experienced peers can share their knowledge, insights, and experience)
- **Role play** (to act out experiential scenarios to gain cognitive, affective, and/or behavioural understanding)
- **Practical work** (allowing students to apply concepts learned in lectures/seminars to a practical situation and learn new technical skills valued by future employers.)
- **Group work** (for further discussions, feedback, and activities to break complex content into more understandable parts and steps)
- **Resource/Case-based learning** (where students can witness, experience, or discuss specific scenarios or real-world relevant examples)

Start with the New RTCM Learning Objective

Consider what you want students to have understood and/or be able to do by the end of your lecture. In other words, what are you going to teach that is suitable to your learning objectives and what will the learning outcomes be?

Suggestions

1 RTCM Course covers

3 regional tourism crisis phases covered across

9 Modules which are underpinned by the

Regional Tourism Roadmap to Managing a Crisis. *(see diagrams in next section)*

The RTCM Course has **nine modules** with corresponding topics and learning objectives that are

designed to cover each of the **three key regional tourism crisis phases** and **RTCM Roadmap**.

Each of The Regional Tourism Crisis Management (RTCM) Course modules covers new and on-demand content through topics that are highly relevant to existing and future tourism development.

Each topic or learning objective has been carefully chosen so that it is aligned with the needs of the sector so it can regionally plan, prepare, mitigate, and recover for potential future crises.

See the next section for the full RTCM Course learning objectives and topics covered.

Phase 1 Preparation and Mitigation

Module 1 Introduction to Regional Crisis Management and Its Complexities

Module 2 Setting up a Regional Public Private Partnership and Crisis Management Plan

Module 3 Conduct a Regional Crisis Vulnerability SWOT Analysis and Destination Audit

Phase 2 Planning and Response

Module 4 Develop a Regional Crisis Management Plan (Long-Term Mitigation Planning)

Module 5 Develop a Regional Crisis Management Response Plan (Short-Term Response Plan)

Module 6 Response Activation and Communication with Industry for Regional Collaboration

Phase 3 Recovery, Rebuild and Resilience

Module 7 Communication Strategy and Dealing with PR and Media

Module 8 Strategic Regional Crisis Response and Recovery Marketing

Module 9 Regional, Recovery and Resilience Towards a 'New Norm' Post Crisis

RTCM Roadmap

Regional Tourism Roadmap to Managing a Crisis
(Prepare, Prevent, Mitigate, Plan, Respond, Recover, and Rebuild)

<p>1 Regional Tourism Crisis Management Team (TCMT) Create for a collaborated, coordinated response to a crisis</p>	<p>2 Regional Risk Analysis Assess the most likely crisis a region will face and the priority actions to mitigate the risk.</p>	<p>3 SWOT Analysis Analyse strengths, opportunities, and threats to review and strengthen a tourism region.</p>
<p>4 Regional Crisis Audit Audit regional gaps and needs to implement Risk and SWOT Priorities and Actions</p>	<p>5 Crisis Management Strategy Develop a CMS so a tourism region can follow a long-term plan to mitigate and prevent the impact of a crisis</p>	<p>6 Crisis Management Plan Develop a CMP so a tourism region can follow a short term plan to respond and recover from a crisis</p>
<p>7 Activating a Response to a Regional Crisis Crisis response activation measures, protocols, systems of communication, and information sharing with internal industry stakeholders to ensure an aligned response.</p>	<p>8 External Communication with PR, Media, and Tourist Marketing Regional response and communication approaches with different external stakeholders. How each is dealt with differently in terms of messaging, approach and timing.</p>	<p>9 Rebuild, Recovery, and Resilience Rebuilding tourism regions to a 'new normal' using business continuity and resilience approaches, discovering a need to prioritize change, and adapting to the 'new norm'.</p>

RTCM Three Regional Tourism Crisis Phases Covered in Nine Modules



RTCM Nine Modules Learning Objectives and Topics

Module 1(Part 1)	Module 1(Part 2)
<p>Introduction to Regional Tourism Crisis Management (RCMT)</p> <ol style="list-style-type: none"> 1. Definitions Explained: <i>in the Context of Regional Tourism Crisis Management</i> 2. Europe Encourages Tourism Regions to Come Together in Crisis 3. Regional Tourism Crisis Management: <i>A European Introduction</i> 4. Impact of a Crisis on Tourism Regions 5. European Regional Crisis Case Studies: <i>Impact of a Crisis on Tourism Regions</i> 	<p>Introduction to Regional Crisis Management and its Complexities</p> <ol style="list-style-type: none"> 6. The Regional Tourism Crisis Management Framework: <i>The Stages of a Regional Tourism Crisis</i> 7. Additional Regional Tourism Crisis Management Frameworks and Models: <i>The Stages of a Destination Crisis</i> 8. The Complexity of Regional Tourism Crisis Management <p>Regional Tourism Complexities: Discussion or Research Exercise in a Separate Document</p>

<p style="text-align: center;">Module 2 (Part 1)</p> <p>Setting Up a Regional Public–Private Sector Partnership & Tourism Crisis Management Team (TCMT)</p> <ol style="list-style-type: none"> 1. Create a Strong Public–Private Sector Partnership: <i>A prerequisite for regional tourism crisis survival.</i> 2. Form a Regional Tourism Crisis Management Team (TCMT) 3. Roles & Responsibilities of the Regional Tourism Crisis Management Team (TCMT) 4. Form a Crisis Management Steering Group (CSG): <i>Regional Executive Crisis Decision Makers</i> 	<p style="text-align: center;">Module 2 (Part 2)</p> <p>Forming a Crisis Management Center and Enhancing its Capability</p> <ol style="list-style-type: none"> 5. Setting Up a Regional Tourism Crisis Management Center (TCMT) 6. How the TCMT Can Get the Best Out of Working with the Government and Public Services 7. Case Study Examples of World–Class Crisis Management Leaders and Centers
<p style="text-align: center;">Module 3 (Part 1)</p> <p>Assessing & Analysing Regional Crisis Vulnerability and Readiness</p> <ol style="list-style-type: none"> 1. How to Conduct a Regional Crisis and Risk Assessment <p><i>With Sample Assessment Exercise and Action Plan</i></p>	<p style="text-align: center;">Module 3 (Part 2)</p> <p>Conduct a Regional SWOT Analysis and Regional Crisis Audit</p> <ol style="list-style-type: none"> 2. How to Conduct a Regional SWOT Analysis 3. How to Conduct a Regional Crisis Audit <p><i>Covering Crisis Stages; Preparation, Mitigation, Response, and Recovery</i></p> <p><i>With Sample Audit Exercise in Preparation and Mitigation Stages</i></p> <p><i>Sample Audit Exercise in the Response and Recovery Stages</i></p>

<p style="text-align: center;">Module 4</p> <p>Regional Tourism Crisis Management Strategy</p> <p><i>(Long-Term Prevention, Mitigation, and Recovery Driven by the Steering Group)</i></p> <ol style="list-style-type: none"> 1. Introduction to Regional Tourism Crisis Strategy 2. The Importance of a Regional Crisis Management Strategy 3. How to Craft a Strong Regional Tourism Crisis Management Strategy 4. Crisis Management Strategy Influences 5. A Strong Management strategy is Shaped by Facts, Figures, and Data 6. Case Studies Tourism Regions Using Big Data and Technology to Assist Managing Crisis 	<p style="text-align: center;">Module 5</p> <p>Regional Tourism Crisis Management Plan</p> <p><i>(Short-Term Response and Recovery Plan Driven by the Crisis Management Centre)</i></p> <ol style="list-style-type: none"> 1. Introduction to the Purpose of a Regional Tourism Crisis Management Plan 2. What Happens if a Region Doesn't Have A Crisis Management Plan 3. How to Develop an Effective Regional Crisis Management Plan 4. Crisis Management Plan Template
<p style="text-align: center;">Module 6</p> <p>Response Activation and Communication with Industry for Regional Collaboration</p> <ol style="list-style-type: none"> 1. Responding to a Regional Tourism Crisis: <i>Preparing European Regions How to Respond to an Eminent Crisis</i> 2. Understanding the Level of Crisis Activation & Response 3. Optimizing Regional Crisis Intelligence: <i>So that a region can optimally understand the crisis, adapt response if necessary, and quickly get back to normal</i> 4. Regional Communication for A Cohesive Unified Approach: <i>'We are in this Together'</i> 	<p style="text-align: center;">Module 7</p> <p>Communication Strategy and Dealing with PR & Media</p> <ol style="list-style-type: none"> 1. Communicating With PR and Dealing with Media 2. Develop a Regional Crisis Communication Strategy and Plan

<p style="text-align: center;">Module 8</p>	<p style="text-align: center;">Module 9</p>
<p>Strategic Regional Crisis Response and Recovery Marketing</p> <ol style="list-style-type: none"> 1. Effective Crisis Response Marketing for Tourism Regions <i>Regions Must Adapt Crisis Response Marketing and Continue to Promote Effective Restoration Post Crisis</i> 2. 14 Effective Crisis Response Marketing Case Study Examples 3. Regional Recovery and Restoration Marketing <i>Discovering and Adapting to the Needs of 'New' and 'Existing' Tourism Markets</i> 	<p>Regional Recovery, Rebuilding & Resilience</p> <p><i>Towards a 'New Norm' Post Crisis</i></p> <ol style="list-style-type: none"> 1. Tourism Regions and Building Resilience Post Crisis 2. Building a Regional Tourism Business Continuity Plan 3. Identify Industry and Regional Changes <i>Recovery and Rebuilding Tourism Regions is Not Plain Sailing. It requires Adaptation and Updating</i> 4. Rebuilding a Tourism Region Post Crisis <i>Rethinking the Future and Rebuilding a 'New Normal'</i>

Integrating RTCM Content into an Existing Course

The RTCM Course was developed out of demand from industry, employers, and educational organisations. Post COVID it was clear that there was an evident need for the course across the global tourism sector and it needed to be developed to meet new employment opportunities in the area, support local, regional and national tourism initiatives as well as professional and statutory bodies requirements. In the HEI sector lecturers found themselves pre-COVID without suitable existing resources and materials to support the learnings provided by the RTCM Course.

The RTCM partners commenced the long journey of putting this brand-new course together once the demand was feasible and the desired learning outcomes were established for each Module which in turn decided the Module content and complementary exercises and tasks.

The RTCM Course was developed and designed in such a way that regardless of the experience of the HEI staff it would be responsive to educational, market, and employer demands.

For those HEI educators who are including the RTCM Course as a new course, we suggest a few tips to make your new curriculum stick.

Get familiar with the European tourism landscape post-COVID. We suggest you start by reading the projects [International Needs Analysis on Tourism Crisis Management for SMEs](#). This is a research-based document that provides a better understanding of the risks and impacts on the tourism landscape across Europe and regions post-crisis. This useful document is filled with real-life in-depth industry interviews with SMEs and employers, reports, policy documents, case studies of good practice, blogs, skills identification, and more.

Consider how the module or course fits into your existing curriculum. What content was already covered that is complementary or similar in previous lecturers that can be built on? (e.g., business

tourism risk management strategies or cohesive regional tourism development)

Explain the added value the course can deliver to the students. The current and future need to develop resilient tourism businesses and regions. Maybe students have already presented questions about obvious market changes and challenges that need to be considered in future tourism development.

Create a discussion that connects the students with their own experiences. Informally ask the students to discuss explicit connections with their own tourism industry experiences whether direct or indirect (e.g., direct – a student may have worked in the sector during a tourism crisis and can talk firsthand about the crisis experience). We suggest you ask them to consider any tourism crisis they are aware of and discuss the key takeaways, impacts, and, challenges.

Refer to the project resources. It is also useful to look at the in-depth interviews and case studies provided in the project to support these discussions. Get the students to review the interviews and case studies before class, give them discussion-based questions, and ask them to come in and provide feedback, solutions, and individual perspectives.

Be flexible and modify the course to your student's preferred way of learning. The RTCM Course is fully flexible and can be modified to the learning needs of your students. We encourage HEI educators to adopt the new curriculum where they see necessary e.g., editing or selecting chosen sections and learning outcomes, they are free to pick or develop tailored student assessments, pick their favourite research articles and guides for students to focus on instead of getting them to review everything, modify or merge modules or even skip sections or modules. This will help your new curriculum respect the balance between your resources and the learning objectives in the art of teaching. What matters is that you are comfortable and agree with what you are teaching, not how each detail is planned.

Feedback. Consider students' feedback when introducing and implementing a new curriculum to ensure not just equal learning opportunities for students, but engaged, active students involved in their own learning as well.

Organise and Structure Your RTCM Lecture

Plan, organize and structure your lecture sessions in a logical way

Organise lectures in a structure that reinforces logic, clarity, and interest. Begin by considering the structural overview of how to create content for an effective session, followed by integrating some activities for student engagement and reinforcement, to provide a supportive learning environment for all.

To facilitate this approach all the RTCM Modules follow the same structure, making sure it is simple for educators and students to follow and retain information. Each RTCM Module is structured with the following sequence.

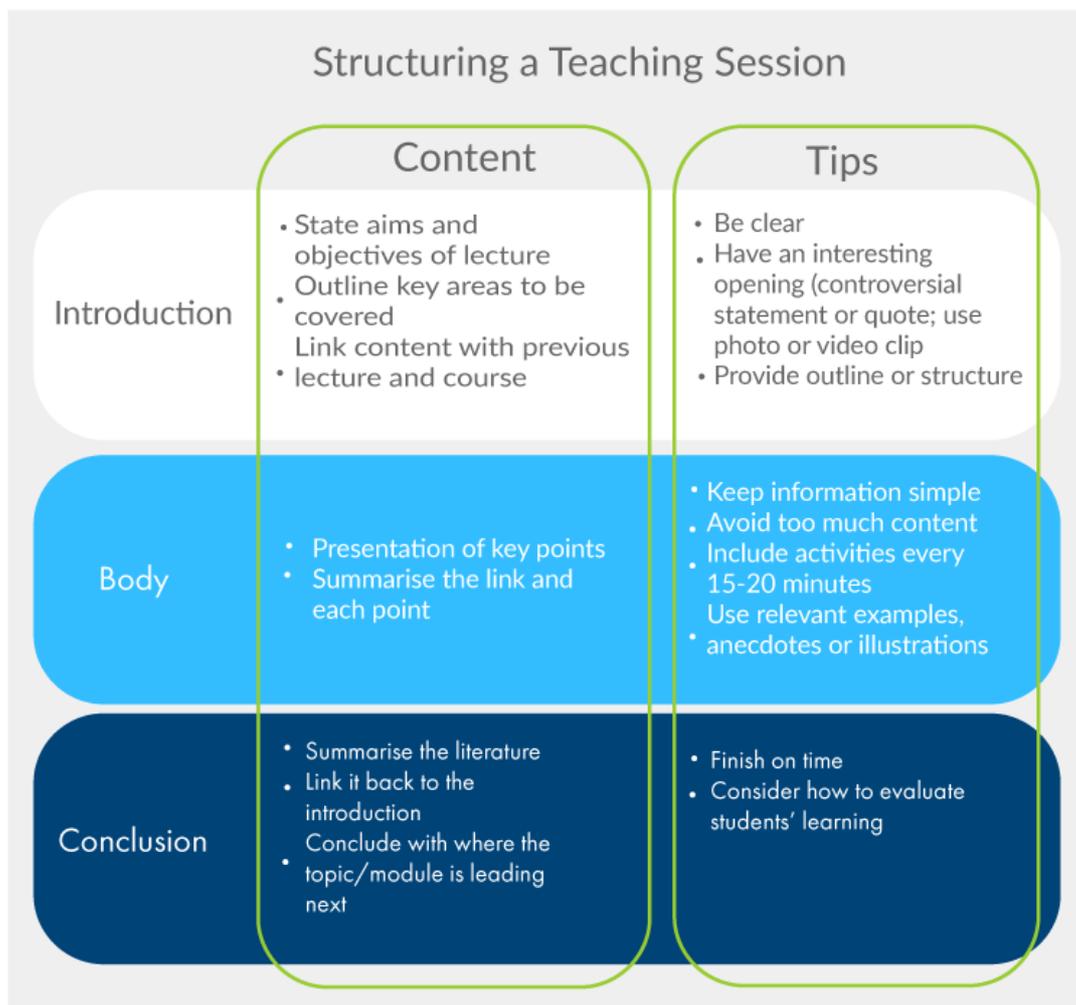
1. Overview Description
2. Table of Contents
3. Learning Objectives (each with a Section)
4. Introduction
5. Content supported by additional research reading, guides, articles, and exercises.

The **Sections/Topics** divide the content into smaller, digestible chunks with clear subheadings and provide clear definitions and statements at the beginning of each section to reinforce key points and allow students to pose questions or seek clarification.

Each section has its own set of questions, guides, articles, research, further reading, examples, case studies, and videos. It is suggested to provide the supplementary materials provided as recommended reading to complement the content of the lecture and encourage further investigation. **See the next section for more information.**

At the end of each section, which takes approx. 20 minutes, recap, restate, change the tone, and give time for students to reflect, discuss and ask questions.

See the diagram below for some more tips on how to get the best out of your educational training structure.



Source <https://www.ucd.ie/teaching/resources/teachingtoolkit/planningateachingsession/>

A More Detailed Look at the Structure of the RTCM Modules

Module 1 Part 1	Introduction to Regional Tourism Crisis Management (RCMT)
Overview	<p>COVID-19 and other past crises have highlighted that the regional tourism industry is vulnerable to both local and global crises. Module 1 (Part 1) explains the different regional tourism crisis management definitions and contexts of potential and inevitable crises. It demonstrates the impacts and how these impacts can differ depending on the scale and nature of the crisis.</p> <p>It explains how a regional and collective approach benefits European crisis resilience and recovery. Case studies showcase the different approaches regions have taken in a time of crisis to mitigate, respond, and manage the impacts of different crises.</p>
Topics Covered	<ol style="list-style-type: none"> 1. Definitions Explained: <i>in the Context of Regional Tourism Crisis Management</i> 2. Europe Encourages Tourism Regions to Come Together in Crisis 3. Regional Tourism Crisis Management: <i>A European Introduction</i> 4. Impact of a Crisis on Tourism Regions 5. European Regional Crisis Case Studies: <i>Impact of a Crisis on Tourism Regions</i>
Learning Outcomes	<ul style="list-style-type: none"> • Get familiar with a tourism crisis from a regional crisis, the different types of crises, and how they can affect and impact European regions. • Discover how European regions are stronger together in a time of crisis and can mitigate, limit or prevent negative impacts from occurring.
Access Module 1	<ul style="list-style-type: none"> • https://www.tourismrecovery.eu/download/4594/?tmstv=1692014283

Module 1 Part 2	Introduction to Regional Crisis Management and its Complexities
Overview	Understanding regional tourism is complex enough but understanding how it can manage and respond to a crisis as it passes through each of the crisis stages (prepare, respond, recovery) produces further complexity. To understand how to manage a regional tourism crisis it is important to understand the different stages of a crisis, the different management frameworks, and how it applies to regional tourism. To further enhance the complexity model goes through other factors unique to regions that should be considered such as available resources, globalization, and technology influences, and environmental, social, political, cultural, financial influences and push-pull factors.
Topics Covered	<ol style="list-style-type: none"> 6. The Regional Tourism Crisis Management Framework: <i>The Stages of a Regional Tourism Crisis</i> 7. Additional Regional Tourism Crisis Management Frameworks and Models: <i>The Stages of a Destination Crisis</i> 8. The Complexity of Regional Tourism Crisis Management <p>Regional Tourism Complexities: Discussion or Research Exercise in a Separate Document</p>
Learning Outcomes	<ul style="list-style-type: none"> • Learn about regional tourism crisis management and how regions need to adapt to the complexities that each crisis stage presents. • Become aware of other complexities that also impact each region and can cause a crisis within themselves e.g., globalization and technology influences, environmental effects, and push-pull factors.
Access Module 1	https://www.tourismrecovery.eu/download/4594/?tmstv=1692014283
Access all 9 Modules	https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/
Exercise	See Exercises Resource for Discussion Exercise <i>The Stages & Complexity of a Regional Tourism Crisis</i>

Module 1 Sample Slides

Tourism Crisis can Significantly Impact Regions, Nations, and the World

Examples of the Impact of Major Crisis on Regional, National and Global Tourism [\(Read\)](#)



Key Message - Be Prepared for the Unexpected

<p>Foot and Mouth UK/Disease</p> <p>To prevent the spread of disease regions were effectively sealed and tourism ceased. In Scotland, the loss to the tourism industry was esteemed to be between 200 and 250 million pounds. <i>(Hall, 2007)</i></p>	<p>September 11 New York/Terrorism</p> <p>Catastrophic disruptions to global air travel in the short term. In the long term a dramatic increase in airport security levels leads to substantial increases in air travel costs <i>(Lityin and Crofts, 2007)</i></p>	<p>Sars Asia and Canada/Virus</p> <p>A total of 774 international deaths occurred. Fear of a Spanish Flu-like pandemic resulted in the isolation of Hong Kong for a short period and severe disruptions to travel in the affected countries <i>(Henderson, 2007)</i></p>	<p>Bali Bombings Indonesia/Terrorism</p> <p>A steep decline in visitors after the first terrorist bombing of a nightclub in 2002. 202 persons were killed and 209 injured. In 2005, 23 more were killed by terrorists. Reinforcing a negative image about safety in Bali <i>(Gurtner, 2007)</i></p>
<p>Train Bombing Spain/Terrorism</p> <p>The Madrid train bombing meant a national impact and a reduction in visitor numbers for a short period <i>(Lawset al., 2007)</i></p>	<p>Tsunami Indonesia/Nature</p> <p>Estimated 230,000 casualties and significant damage to tourism infrastructure and an immediate downturn in tourism. By 2007 many of the affected regions had reported recovery to pre-Tsunami visitor levels <i>(Gurtner, 2007)</i></p>	<p>Hurricane Katrina USA/Nature</p> <p>Hurricane Katrina flooded about 80% of New Orleans, killed 1836 people, and caused in excess of US\$ 90 billion in damage. Tourists were slow to return to New Orleans and by 2007 numbers had not returned to pre-Hurricane levels <i>(Prideaux and Laws, 2007)</i></p>	<p>Global Financial Crisis Global/Manmade</p> <p>Spiked oil prices increased the price of transport, particularly air travel. The financial crisis particularly reduced disposable income and</p>

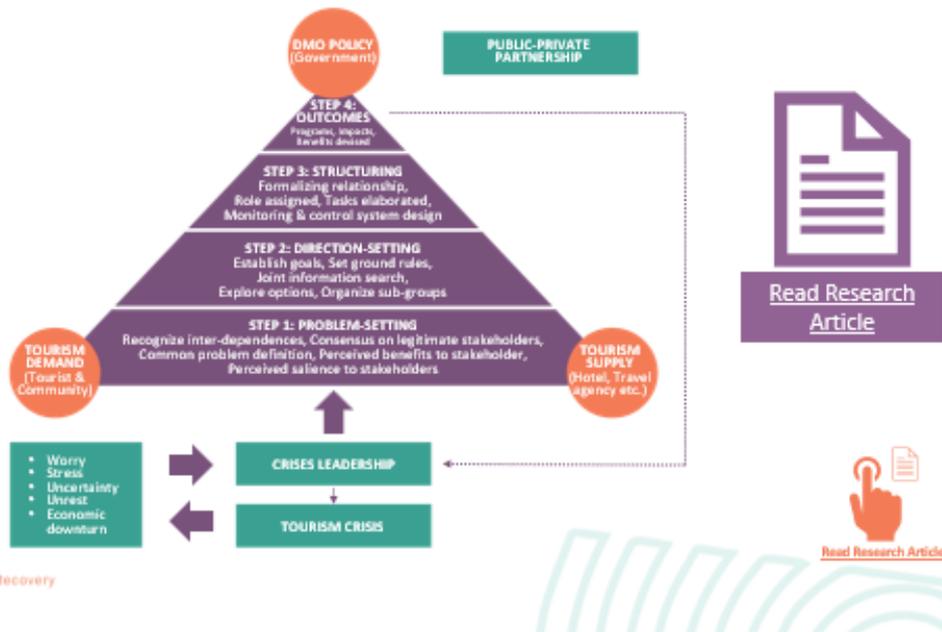
Impacts of Crisis on Tourism Regions

Crisis	Impact
Economic	Currency fluctuations, increase in interest rates, taxes, or VAT. The global financial crisis caused airline stocks to decline by 68%, and hotels, resorts and cruise lines to fall up to 74% Read How the Tourism Industry Responded to the Global Financial Crisis
Health Related	COVID impact on tourism sectors in Ireland e.g., losses of nearly €12.2 billion, Iceland
Psychological or Emotional	Posting of negative images, malicious propaganda, and perceptions on the internet. Examples such as July bombing in London in 2005; the series of sexual assaults against female tourists in India; the sinking of the Italian cruise ship, Costa Concordia, in 2012 and the disappearance of Malaysia Airlines flight 370 in 2014 Read Tourism Marketing for Destinations with Negative Images
Environmental	Environmental damage can be natural causes or human and business pollution. Examples are soil erosion, increased pollution, natural habitat loss, and endangered species, damage to tourism facilities, worsening destination image
Financial	Overpricing, fraud, embezzlement, a dispute over contractual agreements between suppliers or consumers. Corruption increases the uncertainty of tourists and increases the risks they have to undertake. All of that negatively affects the image of the tourist destination, which makes them more likely to switch to an alternative destination. Read Corruption and Tourism
Human	Riots, political instability, terrorism, war, crime waves, service error, and industrial actions damages image Read the Effects of Terrorism on the Travel and Tourism Industry
Natural Hazards	What needs to go on your list of a potential occurrences e.g., earthquakes, volcanos, storms, climate-related issues, forest fires, tsunamis Read The Impact of Natural Disasters on Tourism Industry

Module 2 Part 1	Setting Up a Regional Public–Private Sector Partnership & Tourism Crisis Management Team (TCMT)
Overview	<p>It has been established through multiple reports and research that a coordinated response and approach to managing a regional crisis is a prerequisite to mitigating and preventing impact. The public–private partnership is purposeful because it invites and joins all members from the region to form a cooperative partnership arrangement and management system. The Regional Tourism Crisis Management Team (TCMT) is then created to represent the regional public–private partnership. Its highest level is the Crisis Steering Group which are the decision makers and ultimate advisors, experts, and leaders of how the region strategically manages its regional planning, response, and recovery pre, during, and post–crisis.</p>
Topics Covered	<ol style="list-style-type: none"> 1. Create a Strong Public–Private Sector Partnership: A prerequisite for regional tourism crisis survival. 2. Form a Regional Tourism Crisis Management Team (TCMT) 3. Roles & Responsibilities of the Regional Tourism Crisis Management Team (TCMT) <p>Form a Crisis Management Steering Group (CSG): Regional Executive Crisis Decision Makers</p>
Learning Outcomes	<ul style="list-style-type: none"> • Learn how to set up a Regional Tourism Crisis Management Center (RTCM) and a coordinated, cohesive Tourism Crisis Management Team (TCMT) • Learn how to create a strong Public–Private Sector Partnership so that all regional stakeholders that need to be involved can participate and contribute. • Understand the different roles and competencies needed and the responsibilities required at each stage of crisis management. • Become familiar with the role of a Crisis Management Steering Group and their decision–making role.
Access Module 2	https://www.tourismrecovery.eu/download/4607/?tmstv=1692014283

Module 2 (Part 1) Sample Slides

Public Private Partnership



Potential Members of The Public – Private Partnership System

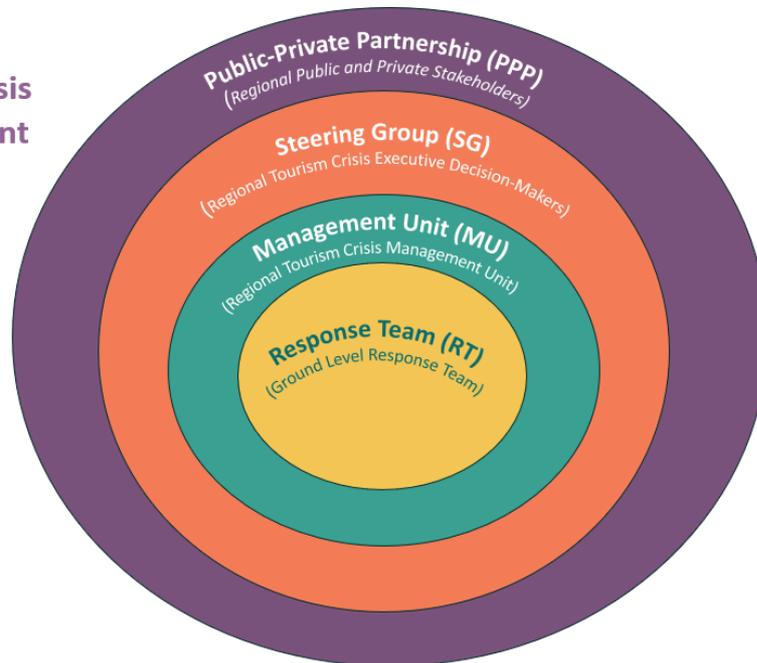


Source: Tourism system: stakeholders and operational scales

Module 2 Part 2	Forming a Crisis Management Center and Enhancing its Capability
Overview	<p>The Regional Tourism Crisis Management Center and its staff are an important subgroup of the Crisis Management Team. They are the first people who respond and manage a crisis when it occurs. They are responsible for implementing the Crisis Management Response Plan and all its recommended crisis management activities, procedures, and communication with government, PR & Media, tourists, and stakeholders, they manage all relevant crisis training and contact management and communication systems. They are the regional crisis management team that can mean the difference between a region surviving a crisis or enduring long-term suffering and impact.</p>
Topics Covered	<ol style="list-style-type: none"> 5. Setting Up a Regional Tourism Crisis Management Center (TCMT) 6. How the TCMT Can Get the Best Out of Working with the Government and Public Services 7. Case Study Examples of World-Class Crisis Management Leaders and Centers
Learning Outcomes	<ul style="list-style-type: none"> • Learn how to set up a Regional Crisis Management Center for Managers and Responders • Learn how to get the Best out of Working with the Government and Public Services • Learn from World Class Tourism Crisis Management Leaders
Access Module 2	https://www.tourismrecovery.eu/download/4607/?tmstv=1692014283
Access all 9 Modules	https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/
Exercise	<p>See Exercises Resource for Discussion Exercise</p> <p><i>Set Up a Regional Public Private Partnership & Crisis Management Team</i></p>

Module 2 (Part 2) Sample Slides

Regional
Tourism Crisis
Management
Team
Structure
(TCMT)



Case Studies - National Industry Government-Led Support

Germany Federal Government Centre of Excellence for Tourism created an information webpage for the tourism industry dedicated to the COVID-19 impact on the sector (<https://corona-navigator.de/>).

Iceland, Icelandic Tourism developed a marketing campaign will be launched to promote Iceland as a tourist destination and Icelanders will be encouraged to travel domestically <https://www.islandsstofa.is/en/marketing-projects-inspired-by-iceland>

Ireland Fáilte Ireland has established a special Business Supports Taskforce focusing solely on supporting the tourism industry during the crisis. The task force is providing recommendations to the Government including measures to support business sustainability, employment, and initiatives designed to kick-start demand. Fáilte Ireland launched a website with information on business support and notes and recorded webinars on actions businesses should take. <https://www.failteireland.ie/Utility/News-Library/Failte-Ireland-establishes-Business-Supports-to-as.aspx>



Module 3 Part 1	Assessing & Analysing Regional Crisis Vulnerability and Readiness
Overview	<p>Now that a Tourism Crisis Management Team (TCMT) is set up the region can assess a tourism region's vulnerability. This Module uses the Crisis Matrix & Risk Assessment to identify a region's vulnerability to experience different types of potential crises and the probability of occurrence. It goes through the impacts of a crisis should it occur looking at the levels of effects e.g., negative, catastrophic, and low level. This exercise is important for regions so they can focus on the crisis type, level, and potential impacts that can and will occur and then prioritize the actions and priorities that need to be put in place to plan, prepare and mitigate the potential impacts of each potential risk, hazard or crisis.</p>
Topics Covered	<ol style="list-style-type: none"> 1. How to Conduct a Regional Crisis and Risk Assessment <i>With Sample Assessment Exercise and Action Plan</i>
Learning Outcomes	<ul style="list-style-type: none"> • Learn how to conduct a regional crisis and risk analysis so that you understand what potential crisis a region needs to manage, prepare and plan for. It is impossible to plan and prepare for every crisis this task narrows down the list so regions can focus on crises that are likely to occur and have the greatest impact
Access Module 3	<ul style="list-style-type: none"> • https://www.tourismrecovery.eu/download/4608/?tmstv=1692014283

Module 3 (Part 1) Sample Slides

Assessing The Crisis Vulnerability and Readiness of a Region Underpins the Crisis Management Planning Process

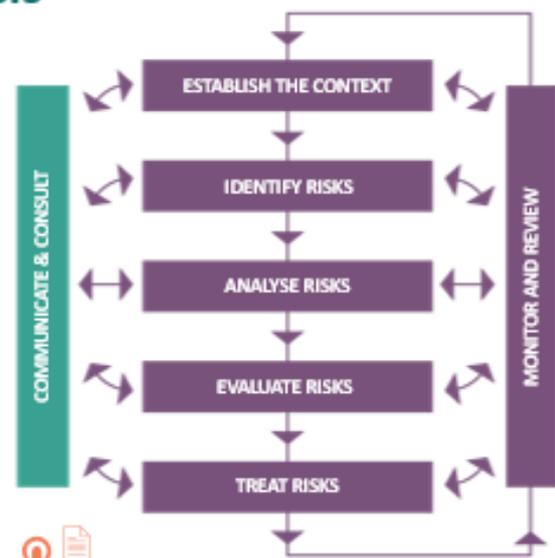


Calculating Regional Risk and Crisis

In simple terms, the generic risk or crisis management process is concerned with identifying and analyzing the risks ('The chance of something happening that will have an impact upon objectives') to an organization or region and deciding what can and should be done about them.

They are logical and systematic problem-solving and decision-making processes.

A region should use the tourism risk management process as part of this topic to identify, analyse, evaluate, treat, monitor, and review potential risks.



The Risk Management Process (Emergency Management, 2004)

Module 3 Part 2	Forming a Crisis Management Center and Enhancing its Capability
Overview	<p>It is important that regions also assess and analyze all potential strengths, weaknesses, opportunities, and threats most likely to affect or enhance the region. The Regional Crisis Audit assists regions to determine what resources they have and doesn't have and need to have to implement the priorities identified in the SWOT Analysis and Regional Crisis Assessment. Regions can then prioritize the time and resources that are needed to be allocated towards planning for and managing each risk should it occur. The final Audit exercise goes into much more detail covering the how what, who, and when. It helps the region make informed decisions and finalize priorities to support the Crisis Management Strategy and Crisis Management Response Plan. This is not a one-off series of exercises, they should be conducted regularly and updated so that the region stays on top of its crisis management capability.</p>
Topics Covered	<p>8. How to Conduct a Regional SWOT Analysis</p> <p>9. Conduct a Regional Crisis Audit Covering Crisis Stages; Preparation, Mitigation, Response, and Recovery With Sample Audit Exercise in Preparation and Mitigation Stages Sample Audit Exercise in the Response and Recovery Stages</p>
Learning Outcomes	<ul style="list-style-type: none"> • Discover and assess the Strengths, Weaknesses, Opportunities, and Threats a region faces so it can plan for the long term. As a result, learn how a region can strategically place itself in a stronger position to overcome future crises, and threats and take advantage of potential opportunities. • Delve deeper to understand how a region can audit its readiness and what it needs to implement and consider in terms of who, when, how, what, and where. This is where the learner gets down to the detail of how a region can action and implement priorities needed to accommodate each identified priority at each crisis stage.
Access Module 3	https://www.tourismrecovery.eu/download/4608/?tmstv=1692014283
Access all 9 Modules	https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/
Exercises	<p>See Exercises Resource for Discussion & Research Exercise</p> <ol style="list-style-type: none"> 1. Conduct a Regional Crisis Vulnerability Risk Analysis and Assessment 2. Conduct a Regional Crisis SWOT Analysis

Module 3 (Part 2) Sample Slides



Sample Risks Management Actions & Solutions

Mountaineering Solutions

1. A region could get a **Mountain Expert** to write a **Blog** on what to do and not to do or lessons learned climbing a mountain in its region. ([Example 12 Lessons Learned from Climbing Mountains](#)) Then read it and learn from it.
2. A region should get familiar with [Mountaineering Strategic Plans](#)
3. Provide [Advice and Practical tips on the regional website](#) for the industry on how to plan a mountaineering trip. Make sure stakeholders have access to guides, networks, forums, and other mountaineers and experts so they can also develop their knowledge and expertise. This information should be provided to visitors, locals, and tourists.



3. **Develop Sustainable Mountain Tourism.** Learn how to develop a product and experiences specifically for mountain tourism. Make sure development is sustainable and learn from others. Put this knowledge into a presentation and teach the regional stakeholders and anyone concerned. ([Read Mountain Tourism Towards a More Sustainable Path](#)) ([Read Sustainable Mountain Tourism – Opportunities for Local Communities](#))
4. **Learn how others dealt with different types of mountain climbing crises and management skills** and prepare to implement those that apply to the region. ([Read Lessons in Crisis Management from A Mountain Guide and Rescue Officer](#)) ([Read How to Prepare for the Worst](#))

Sample SWOT Analysis

First a Region Needs to Understand the Bigger Regional Picture by Conducting a SWOT Analysis

Carry out a Situational or SWOT Analysis is a simple tool this will allow a region to understand its ability to cope with a crisis.

It analyses both internal and external issues by identifying and analyzing strengths, weaknesses, opportunities and threats relative to potential crisis.

- Strengths and weaknesses usually apply to the internal management or region itself
- Opportunities and threats refer to external issues not normally within a region's direct control

Under each of the four headings, there can often be several points. This analysis is worthless unless it is carried out in a very open and honest manner.

	Strengths	Weaknesses
Internal (Examples)	Technological Progress (e.g., market reach, accessibility, and e-commerce) A strong relationship between tourism businesses and local government	Poor Security Measures in Place. Limited crisis expertise No Crisis Management Center Prone to significant flooding in certain areas
External (Examples)	Opportunities Develop a tourism floodplain mapping and see how it can be managed or mitigated Set up a Crisis Management Team & Center to develop skills, get knowledgeable and reach a common goal to respond to a crisis Strengthen regional capacity by analyzing existing crisis resources by Auditing the region	Threats No Crisis Management Plans in place to address e.g., infrastructure failure, environmental damage Denial attitudes and behaviors to potential crisis – no understanding of potential threats No back up plan or policy for e.g., over-crowding, long term closures, increased crime or possible security issues e.g., terrorism
	Positive	Negative

Module 4	Regional Tourism Crisis Management Strategy <i>(Long-Term Prevention, Mitigation, and Recovery Driven by the Steering Group)</i>
Overview	<p>Regions should create a crisis management strategy so they can plan and prepare for a crisis with a long-term strategic outlook. The tourism sector is especially vulnerable to the often-unavoidable impacts of natural and man-made disasters and events, and this makes the implementation of activities necessary to mitigate or prevent crisis impacts particularly crucial. The lack of a planned, coordinated effort can significantly delay the restoration of a region or town's ability to attract visitors and generate economic activity. A structured approach to crisis management is required so that a region can quickly and effectively respond to crisis events to ensure that their impacts on the tourism industry are minimized.</p>
Topics Covered	<ol style="list-style-type: none"> 1. Introduction to Regional Tourism Crisis Strategy 2. The Importance of a Regional Crisis Management Strategy 3. How to Craft a Strong Regional Tourism Crisis Management Strategy 4. Crisis Management Strategy Influences 5. A Strong Management strategy is Shaped by Facts, Figures, and Data Case Studies Tourism Regions Using Big Data and Technology to Assist Managing Crisis a
Learning Outcomes	<ul style="list-style-type: none"> • Learn how a region can plan long-term for potential crises or hazards by implementing certain long-term measures and approaches to mitigate and prepare for a crisis • Understand how the CMS acts as a framework to support the Crisis Management Response Plan. How it minimizes confusion among stakeholders, reassures that the region is ready to respond to a crisis • Learn how it can be beneficial but the ultimate decision-making behind the CMS is led by the regional decision-makers (Crisis Steering Group) • Become aware that the Crisis Management Team, Centre, and Manager have an important role to play in how it will be implemented and will lead to the ultimate development of the CMP (Crisis Management Response Plan)
Access Module 4	https://www.tourismrecovery.eu/download/4609/?tmstv=1692014283
Access all 9 Modules	https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/

Exercise	See Exercises Resource for Discussion & Research Exercise Regional Tourism Crisis Management Strategy
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Module 4 Sample Slides

The Crisis Management Strategy is Different from the Crisis Management Plan

The Crisis Management Strategies Underpins the Crisis Management Plans

<p style="text-align: center;">Crisis Management Strategy <i>Focuses on Long-Term Crisis Mitigation and Preparation</i></p>	<p style="text-align: center;">Crisis Management Plan <i>Focuses on Short-Term Crisis Response & Recovery</i></p>
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Strategies are high-level and represent the long-term broad vision of the regional approach. A *Crisis Management Strategy* is the collective framework of decisions and choices that a tourism region or tourism business makes to prepare and mitigate so that it is in a better position to respond to a crisis (or the perception of one). The goal of the Crisis Management Strategy is to position the tourism region so that it can maximize how it can withstand a crisis. The regional strategy includes the values, vision, and mission which the crisis approach.

A **Crisis Management Plan (CMP)** outlines how to respond to a crisis or critical situation that would negatively affect a region's profitability, reputation, or ability to operate. It is operational and action-oriented and used by business or regional continuity teams, emergency management teams, crisis management teams, and damage assessment teams to avoid or minimize damage and to provide direction on staffing, resources, and communications during a crisis. It includes all the things, people, and actions needed to carry out the overarching Crisis Management Strategy e.g., it clearly identifies the steps to take in a crisis, the team roles, and responsibilities, communication, skills, resources, etc.

Regional Tourism Crisis Management Strategy (Sample)						Approved by Dermot Johnston Leitrim Tourism Regional Crisis Manager
Priority	<p>Crisis Description Carrick on Shannon is known as the 'marine capital of Ireland'. A popular marine, cruising town, and angler's paradise with boardwalks, an annual Regatta, and a yearly Carnival. Huge flooding is occurring on a yearly basis often taking tourism businesses more than 6 months to recover. People are stressing that a solution is needed sooner rather than later. It has been moved into a severe risk category. Read</p>					Date Assessed 3 July 2020
	<p>High Priority Status Flooding of Carrick on Shannon Town and Surround Region</p>					Date Updated 3 July 2022
Priority Status <small>(Extreme, High, Medium, Low, Very Low)</small>	<p>Responsible Group 1 (Primary/Internal) 1. Regional Tourism Crisis Steering Group & Management Unit</p>					Person Responsible Leitrim Infrastructure Planner (Tony Hughes)
Strategy Description	<p>Responsible Group 2 (External) 1. Carrick on Shannon Fire Brigade 2. Shannon Flood Risk State Agency Co-ordination Working Group</p>					
Strategy Opportunities	Issues, Risk, Crisis or Threats	Recommended Solutions Priorities/Objectives	Updates Status	KPIs Measurement	Monitoring & Considerations	
Strategy 1	Roads impassable	1. Road diversions when roads are impassable	Ready	Number of Traffic disruptions	1. Formal report of year-on-year progression of the problem (statistics, frequency, and rainfall)	
Strategy 2	Inaccessible toilets and polluted water	1. Portaloos available and installed where septic tanks are compromised. Free fresh water will be available in drums sourced from a designated well tank.	Ready and on standby	Toilet complaints Water sanitation levels	2. Latest Flood Maps sourced to detect the areas affected (has it grown?) 3. List of businesses affected	

Module 5	Regional Tourism Crisis Management Plan <i>(Short-Term Response and Recovery Plan Driven by the Crisis Management Centre)</i>
Overview	<p>This Module is designed to guide regional crisis management teams and centres to formulate and implement the Crisis Management Plan which is designed to support the Crisis Management Strategy. It provides guidance and examples of regional tourism crisis management, including pre-event planning, managing the crisis, and post-event activities. It shows how to create a crisis management plan for a tourism region and all the elements, activities, procedures, and resources needed to assist a region to respond to an eminent crisis. In addition to many other modules in this course, there are also free downloadable crisis management plan templates and checklists to help aid implement the design of a CMP.</p>
Topics Covered	<ol style="list-style-type: none"> 1. Introduction to the Purpose of a Regional Tourism Crisis Management Plan 2. What Happens if a Region Doesn't Have A Crisis Management Plan 3. How to Develop an Effective Regional Crisis Management Plan Crisis Management Plan Template
Learning Outcomes	<ul style="list-style-type: none"> • Learn how the CMP is a competitive advantage to steering regions that will face an eminent or potential crisis. • Understand how a tourism region needs to come together so that it is a well-thought-out and thorough live document that includes all important regional crisis elements. The devil is in the detail. • Learn how everyone has a role to play in the response and activation, response, training, monitoring, and evaluation of the plan. • Learn how to develop a regional crisis management plan that has all the necessary supporting documents, checklists, procedures plans, and actions. • Become aware of crisis scenarios and the crisis playbook so that the plan can be put to the test during and after development to see if it works.
Access Module	https://www.tourismrecovery.eu/download/4610/?tmstv=1692014283
Access all 9 Modules	https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/
Exercise	See Exercises Resource for Discussion & Research Exercise

Regional Tourism Crisis Response Plan

Module 5 Sample Slides

Step 1

Start with Likely Regional Crisis First

Focus on the Inevitable Crisis First!

Tourism companies and regions shouldn't get hung up on all of the possible bad things that can happen. Businesses and regions simply can't plan for every contingency. It's not practical. Instead, start a **Crisis Management Plan** with the likeliest crises to strike a company or region. These crises are detected during the Risk Assessment (Module 3)

Start with the inevitable first but forget to address other potential crises and possible crises that may occur during an initial crisis. Prepare for a crisis that can potentially disrupt or shut down a tourism business or region's day-to-day operations. Depending on its nature and severity, that crisis has the potential to create significant financial, safety, security, and/or reputational harm.

Navigating Tourism Crisis Recovery



Crisis Management Templates from Smartsheet

CMP Risk Analysis

The Crisis Management Team outlines the scenarios it thinks the region could face. Having a more specific sense of these potential occurrences will guide regional planning. Those involved in developing the CMP do not need to include every conceivable risk but cover a crisis or number of crises that can potentially and are most likely to happen, refer to Module 3 for Regional Risk Assessment.

It is important to start with the most likely e.g., a natural disaster (e.g., a flood which will be used as an example in this module), a cyberattack, a loss of utilities, a technology failure, a shooter at a tourist attraction, a financial crisis, an operational accident, and a product or experience failure.



Source

<p>10 Elements of a Crisis Management Plan</p>			<p>1 Risk analysis </p> <p>A study of the most likely crises you will face.</p>
<p>2 Activation protocol </p> <p>Triggers for your crisis response.</p>	<p>3 Chain of command </p> <p>Lines of authority for crisis management.</p>	<p>4 Command center plan </p> <p>A bases of operations for the crisis response.</p>	
<p>5 Response Action plans </p> <p>Detailed plans for the actions you will take.</p>	<p>6 Internal communications </p> <p>Systems for crisis team communicatoins and information sharing with employees.</p>	<p>7 External communicatoins </p> <p>A plan for communicating with media and the public</p>	
<p>8 Resources </p> <p>Information, equipment, supplies, outside advisors to have available.</p>	<p>9 Training </p> <p>Plans for practicing the crisis response.</p>	<p>10 Review </p> <p>Producers for updating the plan and analyzing crisis response.</p>	

Source

Module 6	Response Activation and Communication with Industry for Regional Collaboration
Overview	<p>This Module guides how regions should proceed through a crisis response from beginning from the first hour and immediate activation until the recovery phase can begin. It provides guidance on the level of activation and approaches to regional tourism crisis management responses, and how regions can collaborate with emergency services, stakeholders, and other regions so that a unified cohesive approach can be administered. It demonstrates how everyone has a role to play in the mitigation and recovery response of a crisis. Each region is different in its response planning to support this there are examples of how to manage and not manage a crisis response based on scenarios and lessons learned from other regions that have gone through a crisis.</p>
Topics Covered	<ol style="list-style-type: none"> 1. Responding to a Regional Tourism Crisis <i>Preparing European Regions How to Respond to an Eminent Crisis</i> 2. Understanding the Level of Crisis Activation & Response 3. Optimizing Regional Crisis Intelligence <i>So a region can optimally understand the crisis situation, adapt response if necessary, and quickly get back to normal</i> 4. Regional Communication for A Cohesive Unified Approach <i>'We are in this Together'</i>
Learning Outcomes	<ul style="list-style-type: none"> • Learn how to activate a regional crisis by notifying the TCMT (Tourism Crisis Management Team) • Become familiar with the different regional crisis protocols, levels of activation, and response. • Understand how a coordinated response is a prerequisite to a region so that reassurance and control can be managed • Learn how to optimize intelligence so that a region can be well-informed and quickly adapt to a new norm • Learn how to set up regional communication systems so there is holistic, real-time, up-to-date information so everyone can react appropriately to a crisis • Understand how to work and communicate with industry and become familiar with the role of the TCMT and their integral role to solidify the collaboration of stakeholders, emergencies, local government, and communities.

Access Module 6	https://www.tourismrecovery.eu/download/4611/?tmstv=1692014283
Access all 9 Modules	https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/

Module 6 Sample Slides

Step 2
First 1-2 Hours TCMT Briefing to Assess the Crisis

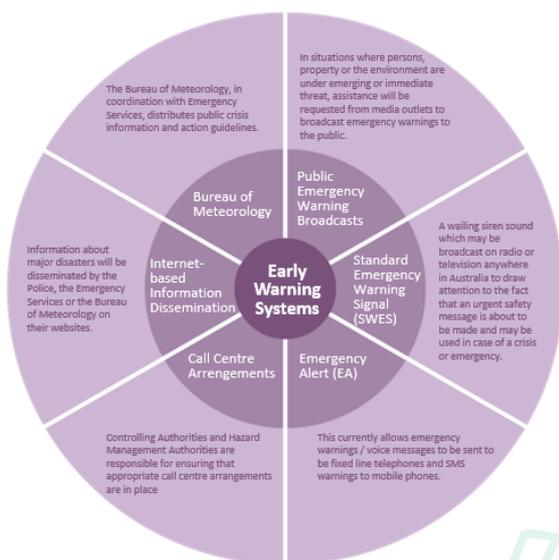
If the TCMT receives advanced notice from emergency service agencies or the regional tourism body that an incident has occurred and will affect the region, such as a severe weather forecast, an earthquake or :

- ❖ Conduct a brief assessment of the crisis (*e.g., who, what, where, when, scale, impact, injuries, deaths*)
- ❖ Gather and discuss all information from parties involved in the crisis (*e.g., emergency services, TCMT*)
- ❖ Determine if the event is of local, regional, state, or national significance. This will guide the level of involvement in the response and recovery process
- ❖ Organise a communication brief for all relevant stakeholders in the regional tourism industry.
- ❖ Identify solutions and ways to deal with the crisis (*e.g., if the area needs to be sealed off, if traffic diversions are required*)



Keep Informed with Supporting Experts and Advisors

Incident response planning



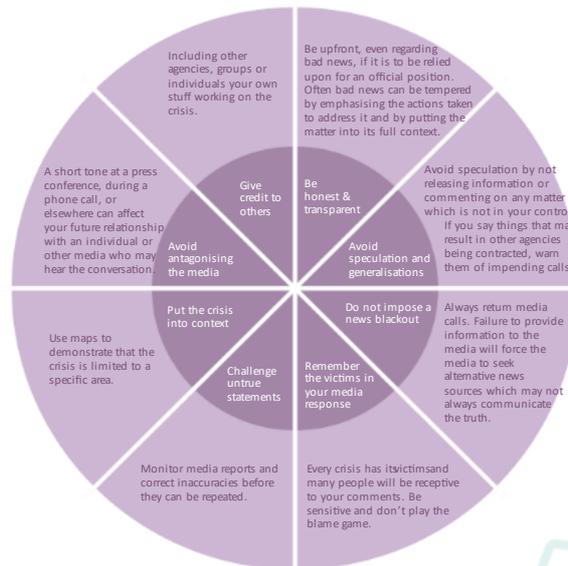
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Module 7	Communication Strategy and Dealing with PR & Media
Overview	<p>This Module covers the different ways that PR and Media can assist a region during a crisis response or cause detrimental long-term harm. It explains why and how a region should lead first with communication and work with media to manage regional reputation and image perception during a crisis. Case Studies and examples are throughout demonstrating best practices and what not to do and the impact of both approaches. It becomes evident that all regional crisis communication is underpinned by a regional-specific Crisis Communication Strategy. These strategies should be kept separate from internal industry communication. The final section shows the learner what is involved in building a Communication Strategy and the necessary supporting communication templates.</p>
Topics Covered	<ol style="list-style-type: none"> 1. Communicating with PR and Dealing with Media 2. Develop a Regional Crisis Communication Strategy and Plan
Learning Outcomes	<ul style="list-style-type: none"> • Understand how PR and Media can be a benefit or a problem for a region in crisis. • Learn how to deal with PR and Media and build strong relationships where they come to the region for reliable news rather than make their own copy. • Learn how to create and lead a regional PR and Media Campaign • Understand the elements of a Crisis Communication Strategy and the different supporting communication templates needed during a crisis
Access Module 7	https://www.tourismrecovery.eu/download/4612/?tmstv=1692014283
Access all 9 Modules	https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/
Exercise	<p>See Exercises Resource for Discussion & Research Exercise</p> <p><i>Communication Strategy and Dealing with PR and Media</i></p>

Module 7 Sample Slides

Guidelines When Speaking with Media



Unknown Source

Crisis Management Strategy

For some of the less known or even neglected natural hazards in Switzerland, sound hazard assessments have been carried out recently (Source)

<p>Give credit to others</p> <p>Including other agencies, groups, or individuals your own staff working on the crisis.</p>	<p>Be Honest & Transparent</p> <p>Be upfront, even regarding bad news, if it is to be relied upon for an official position. Often bad news can be tempered by emphasising the actions taken to address it and by putting the matter into its full context.</p>	<p>Avoid Speculation and Generalisations</p> <p>Avoid speculation by not releasing information or commenting on any matter which is not in your control. If someone say things that may result in other agencies being contacted, warn them of impending calls.</p>	<p>Do not Impose A News Blackout</p> <p>Always return media calls. Failure to provide information to the media will force the media to seek alternative news sources which may not always communicate the truth.</p>
<p>Remember The Victims</p> <p>Every crisis has its victims and many people will be receptive to your comments. Be sensitive and don't play the blame game.</p>	<p>Challenge Untrue Statements</p> <p>Monitor media reports and correct inaccuracies before they can be repeated.</p>	<p>Put The Crisis Into Context</p> <p>Use maps to demonstrate that the crisis is limited to a specific area.</p>	<p>Avoid Antagonising The Media</p> <p>A short tone at a press conference, during a phone call, or elsewhere can affect your future relationship with an individual or other media who may hear the conversation.</p>

Module 8	Strategic Regional Crisis Response and Recovery Marketing
Overview	<p>This Module covers key marketing strategies to assist regions during crisis response and recovery phases. Regions often think to stop all marketing altogether, but it is better to continue promoting and communicating to existing and potential visitors to keep the destination top of mind. Marketing during and post-crisis ensures an effective restoration post-crisis response and recovery phases.</p> <p>This Module demonstrates the different approaches leading marketers have taken to ensure tourists' hearts and minds stay connected to their regions during these phases so that it is in a strong position in the 'business as normal' restoration phase. An important step highlighted is that regions need to discover and adapt to the 'new tourist' so a 'new norm' can be understood and potential recovery maximised.</p>
Topics Covered	<ol style="list-style-type: none"> 1. Effective Crisis Response Marketing for Tourism Regions <i>Regions Must Adapt Crisis Response Marketing and Continue to Promote Effective Restoration Post Crisis</i> 2. 14 Effective Crisis Response Marketing Case Study Examples 3. Regional Recovery and Restoration Marketing <i>Discovering and Adapting to the Needs of 'New' and 'Existing' Tourism Markets</i>
Learning Outcomes	<ul style="list-style-type: none"> • Understand different crisis marketing approaches and strategies during a crisis and in the restoration phases. • Learn how regions and partners can work together as a collective for the benefit of the destination. • Be inspired by compelling tried and tested and often low-budget marketing campaigns that have won prestigious awards. • Learn how to assess the 'new tourist' and 'new norm' post-crisis and how a region can adapt its marketing practices to a post-crisis region
Access Module	https://www.tourismrecovery.eu/download/4613/?tmstv=1692014283
Access all 9 Modules	https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/

Module 8 Sample Slides

How Iceland Communicates to Prospective Tourists During Covid

The Iceland DMO (Destination Marketing Organization) provides prospective tourists with general travel-related information, and links to government notifications and also has an official website for Iceland and COVID-19. It has also established its social media presence on Facebook, Instagram, Twitter, YouTube, and Pinterest.

We propose to evaluate the brand communication strategy of Iceland tourism using the PESO (Paid, Earned, Owned, and Shared) framework. This evaluation will yield insights into platforms and types of media employed by the DMO with the intention of addressing the concerns of tourists. The strategies implemented by Iceland may be adopted by other destination DMOs to restart their tourism industry.

Research

Destination Brand Communication during COVID-19 Pandemic - The Case of Iceland



Article



Navigating Tourism Crisis Recovery

Articles: Social Media Spreads Safety Information Faster and to a Larger Audience

When tourists search for news articles about destination safety before a trip, reports' eye-catching titles may magnify danger, sparking concerns about security (Mawby, 2000). The advent of social media has caused safety-related information to spread faster and to a larger audience than ever before.

When tourists' destination experiences are positive and surpass their expectations, individuals become passionate promoters of the destination and may even offer others safety tips.



[Read Research Article](#)

Module 9	Regional Recovery, Rebuilding & Resilience <i>Towards a 'New Norm' Post Crisis</i>
Overview	<p>This Module is designed to guide regional crisis management teams and centres to formulate and implement the Crisis Management Plan which is designed to support the Crisis Management Strategy. It provides guidance and examples for regional tourism crisis management, including pre-event planning, managing the crisis, and post-event activities. It shows how to create a crisis management plan for a tourism region and all the elements, activities, procedures, and resources needed to assist a region to respond to an eminent crisis. In addition to many other modules in this course, there are also free downloadable crisis management plan templates and checklists to help aid implement the design of a CMP.</p>
Topics Covered	<ol style="list-style-type: none"> 1. Tourism Regions and Building Resilience Post Crisis 2. Building a Regional Tourism Business Continuity Plan 3. Identify Industry and Regional Changes <p><i>Recovery and Rebuilding Tourism Regions is Not Plain Sailing. It requires Adaptation and Updating</i></p> <ol style="list-style-type: none"> 4. Rebuilding a Tourism Region Post Crisis <p><i>Rethinking the Future and Rebuilding a 'New Normal'</i></p>
Learning Outcomes	<ul style="list-style-type: none"> • Learn how tourism regions are resilient but now more than ever need to implement recovery, resilience and rebuilding strategies. • Understand the difference between business continuity and resilience of tourism regions. • Learn how through existing case studies how regional tourism has changed to a 'New Norm' with a focus on future sustainability, digital technologies, safety, and greener tourism priorities. • Learn how regions can move from response to recovery for business continuity. • Understand the different adaptations and aftermath that can shape and change destination growth
Access Module	https://www.tourismrecovery.eu/download/4614/?tmstv=1692014283

<p>Access all 9 Modules</p>	<p>https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/</p>
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Module 9 Sample Slides

Regions and Businesses Should be Resilient Before a Crisis

The Business Resilience Plan

Business resilience is about business processes and workflows must be preserved to survive unexpected events. Among the important challenges of business resilience planning is the human element. People must be prepared and educated on how to respond to a chaotic situation.

A business resilience plan is sometimes referred to as a business continuity plan (BCP). Resilience is an outcome of various approaches to readiness, including business continuity, technology DR, crisis management, risk management, and incident management.

Regional resilience includes various elements of overall resilience, such as regional tourism resilience, operational resilience, cyber resilience, and supply chain resilience.



<https://www.youtube.com/watch?v=cHAuOLL9M>

What is a Business Resilience Plan? The Importance of Business Resiliency

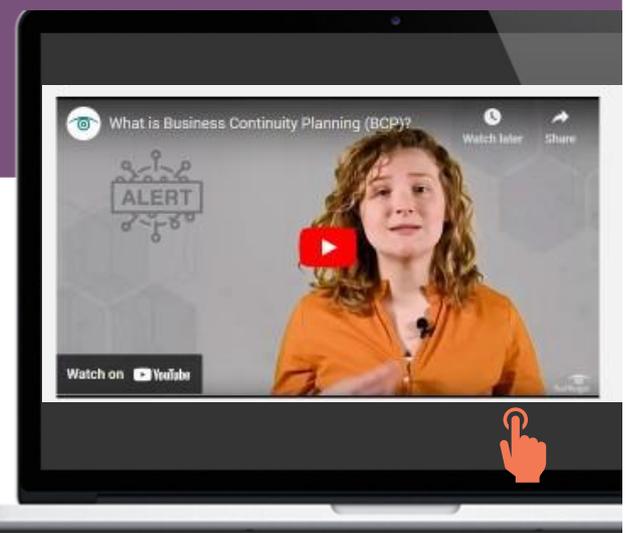
Regions and Businesses Should Have a Business Continuity Plan

If a region or business does not have a continuity plan when an interruption occurs, it risks financial, reputational, and personal loss.

How a region can maintain essential operations and recover with as little downtime as possible. How to keep operations going during a crisis and react quickly during a crisis event.

First, a region decides which functions are essential e.g., transportation, accommodation, food, and travel.

Development elements include data, revision management, guidelines, emergency response management, step-by-step procedures, checklists and flowcharts



https://youtu.be/ZetTrqWFE_w

Business Continuity Planning with Templates

Download Regional Tourism Crisis Management (RTCM) Course
<https://www.tourismrecovery.eu/download/4647/?tmstv=1691594834>

Develop the Student's Learning Experience

The Learning Environment

Create a safe, conducive setting for self-directed learning.

Theatre Layout, Size and Technology. Familiarise yourself with the theatre layout and technology beforehand is essential; acoustics, IT and logon protocols, remote controls and IT support should you need it on the day. For example, in a large lecture hall clickers or digital polling tools might be more effective than verbal discussions for collecting students' responses. In a smaller context, it might be more appropriate to encourage in-depth discussions and group work.

Class Size and Engagement Preferences. Consider adapting your subject matter to your class size, number of students, and learning preferences even though they apply to the majority of lecture settings. Add variety to enhance student engagement. This improves learning and retention. Students tend to develop critical-thinking attributes and use their knowledge outside the classroom if active participation is facilitated.

Accessible and Inclusive Learning. In addition, nurturing an inclusive and assessable learning environment guarantees that all students have an equal opportunity to have a successful learning experience and gain from the lecture delivery.

Other Suggestions

Consider how can your diverse range of students access what you have to say. Check the advice and support available to lecturers on inclusive learning.

Consider the different requirements for your students by offering lecture materials in a variety of formats such as transcripts, captions, and audio recordings.

Use plain and concise language, avoiding jargon and excessively technical terms that might lead to cognitive overload.

Integrate the principles of **Universal Design For Learning (UDL)** to build an inclusive learning experience for all students, regardless of their backgrounds and abilities.

The Online Learning Experience

It is advised to use digital methods where possible to deliver your lecture material to your audience. Utilising technology and multimedia will enhance and diversify the learning experience and encourage student participation. It also provides greater flexibility, more visually appealing interactive content, is a greener option, and is accessible anywhere at any time for students, even post-lecture if necessary.

The Regional Tourism Crisis Management (RTCM) Course is available both online and via PowerPoint with multiple interactive visual formats such as video, images, and case studies.

The RTCM digital and PowerPoint slides are designed with high-quality visual appeal and are not too

heavy on text. The text is large and the content is pitched at a suitable learning level for HEI students. The graphics, videos, and diagrams are colourful, professionally branded, and visually appealing.

Suggestions

Record in small chunks. To aid student learning, record any of the RTCM lectures in shorter (5–10 minute) chunks, and intersperse them with small activities that give students opportunities to process the new knowledge, make connections to other concepts, apply an idea, or make some notes in response to prompts. An added advantage is that shorter videos lead to smaller files which benefit students reliant on their phones or with poor internet connections. Check out the RTCM App to facilitate this approach <https://app.tourismrecovery.eu/>

Be flexible with live video. Lecturing live with Canvas Conferences is certainly possible, and possibly best approximates a classroom setting as students can ask questions. However, this crisis may mean that some students won't have access to fast internet connections, and others may have their schedules disrupted. So, record any live classroom session, and be flexible about how students can attend and participate. Creating a video can be done in a variety of ways you can:

- Record directly over PowerPoint
- Create a screencast
- Record a class via Canvas

Additional Content Additional basic information or background might be better conveyed via your university's online learning/e-learning/virtual learning environment (VLE). This frees up students to make notes on the important stuff: making connections and reflecting on key concepts.

Remember It's not just about content. In times like these, lectures can mean much more than just providing course content; they are also a means of establishing a sense of normality and a personal connection. For online courses, there is much talk about the importance of "instructor presence", and that's just as true during short-term online stints such as this. So, consider ways that you can use lectures to make students feel connected and cared about: acknowledgement of current challenges, praise for good work, and reminders about the class being a community. This effective work can help their learning during this difficult time.

Source <https://tlu.cit.ie/deliver-lectures>

Effective Online Education from DCU, Ireland

Here are a few suggestions to improve online lectures from Dublin City University, Ireland. If you are considering, delivering a live class then the following resources might be helpful::

DCUs #OpenTeach Project aims to address the challenge of effectively supporting the professional development of part-time educators involved in teaching online higher education programmes. Generally, the project aims to generate new knowledge about effective online teaching practice and harness this new knowledge to support the professional development of online teachers and to support online student learning experiences more effectively. Some useful resources include:

[Teaching online is a different report](#)

[Teaching Online Takeaway Guides](#) which include several PDFs on the following:

- [Getting started with teaching online](#)
- [Social Presence](#)

- Social Presence in Large Classes
- [Online classes & collaboration](#)
- [Supporting online Students](#)
- [Facilitating discussion forums](#)

Tips from the Coalface, a series of short videos on online teaching practice:

- [Getting Started with Teaching Online](#)
- [Teaching Online is Different](#)
- [Social Presence in Online Teaching](#)
- [Facilitating Discussion Forums](#)
- [Live Online Classes](#)
- [Supporting Online Students](#)

[Advice on giving a webinar for the first time:](#) A Twitter post from Dr Andy Clegg, University of Portsmouth,

Effective Communication Tips Lecturers

Tips on Effective Communication and Lecture Delivery

Establish a Rapport The first five minutes set the tone for the rest of the lecture, and indeed subsequent lectures – get their attention and make the most of it. Make a connection early on; get the students on your side and set a tone. Chat with them as they come in, and find out what they are expecting. Introduce yourself at the start of the lecture.

Deliver a Strong Opening. Take a breath and start confidently, enthusiastically and speak clearly. Calm your nerves by not rushing, slow your talking pace, don't rush and ensure you're heard. Talk as though you expect attention and understanding – generally, you get it.

Your Voice is Your Superpower. Your voice is your most important resource. If you can't be heard or understood, there's little point in you being there. Check your volume, pace and pronunciation by running through the first few minutes of your first lecture with a colleague. And if it's a large lecture theatre, ask those at the back to let you know if they can hear you. Use headings and bullet points to prompt your teaching and deliver in a more conversational tone, with spontaneous energy while maintaining eye-contact across the room.

Vary the speed, volume, and tone of your speech to maintain student interest and always convey enthusiasm for the topics covered. Include humour or personal anecdotes to create an engaging environment and further strengthen rapport with students. Allow for moments of silence or contemplation, and give students the time to assimilate the material and form their own thoughts, recommendations, and conclusions.

Incorporate Active Learning Methods. The next section will go through this in more detail.

Closing: the 3 rules of giving a good presentation apply:

'Tell them what you're going to say, say it, tell them what you've told them'.

Summarise the key points, suggest what they should do to dig deeper, pose some questions to be explored in the following seminars or tutorials and preview the next lecture.

Assess so you can evaluate learning outcomes. The next section will go through this in more detail.

Develop a Cycle of Feedback for Continuous Improvement. Some of the best teachers and lecturers continually get feedback. Evaluate the efficacy of your lectures and identify areas for improvement, ask students for feedback by asking them to complete anonymous surveys, classroom discussions and one on one conversations. Use this feedback to refine your lecturing approach and better meet the requirements and needs of your students. If you want to know if you're any good:

- Ask a student: ideally set this up before a lecture and ask them for feedback at the end – usual incentives: free food and drink.
- Ask a colleague to observe: ensure the feedback is specific and balanced – what did you do well? Where could you improve?

Source: Sean Russell, Academic, Research & Teaching

<https://career-advice.jobs.ac.uk/academic/teaching-skills-delivering-an-effective-lecture/>

Students from HEIs across Ireland were invited to vote for the teacher they believed to have the most innovative and inspiring approach to their teaching, and who had a positive effect on student learning. Students identified the traits that good teachers exhibit creative communicators, encouraging, understanding and empathic, instilling a sense of wonder or curiosity (amazing), helpful and kind, inspiring, engaging, passionate about the subject and dimensions of their discipline, and creating dynamics of excitement in the classroom. 'A Handbook and Tool Kit for Higher Education Institutions In Ireland'

Get Connected to Other Groups and Professional Bodies

Get connected to other groups and professional bodies engaged in supporting HEI teaching, including:

- [National Forum for the Enhancement of Teaching and Learning in Higher Education](#)
- [The National Institute for Digital Learning \(NIDL\)](#)
- [Staff and Educational Development Association \(SEDA\)](#)
- [Educational Developers in Ireland Network \(EDIN\)](#)
- [Association for Learning Technology \(ALT\)](#)
- [EDEN Digital Learning Europe](#)

Effective Communication Delivery to Students

Communicating effectively with students creates a positive learning environment and fosters student success. Good communication skills enable teachers to build strong relationships with students, parents, and colleagues.

Communication is both expressive and receptive. Educators should be **skilled in listening and understanding in thoughts and ideas** of their students and elaborating things clearly. Educators need clarity in communication while talking to their students. They should be able to **break down complex things into simple steps**. Effective communication works when the speaker can **concisely convey their message** and the listener can **actively listen and interpret the message**. When the speaker avoids using filler words, being ambiguous about their intent, and mumbling, they save time and streamline learning capability.

Communication with students in both formal and informal ways such as providing an informal lecture video, role plays, gaming or a formal didactic lecture, tutorial, and workshop. Other types of **formal communication** are programme and module handbooks, clear assessment guidelines, reading lists, clear deadlines for submission of assessments and a calendar for the academic year, stating the dates of modules and assessments.

Informal communication can occur in the form of drop-in sessions or even in corridors. There are numerous ways of communicating through online social media such as Facebook, Twitter, Tik Tok and Snapchat, and online forums. In this chapter, we will look at communication with students in formal teaching educational situations, where learning takes place, such as the. First, it is necessary to look at what we teach (the curriculum).

Deeper communication and a more exciting learning experience can be achieved by incorporating the above formal and informal learning that digs a little deeper into the relation between the mind and activities involved in scenarios, scenes, images, and videos (O'Donoghue 1977, pp. 35–36 cited in Clancy, 2015, p. 153).

It is also important to foster **positive relationships** with students. Fitzmaurice and Coughlan (2007) discuss the importance of having positive and healthy relationships with students. Effective communication helps students **connect with others, express empathy, resolve conflicts**, and establish a supportive network. Strong interpersonal skills enable students to form **meaningful relationships** that can positively impact their academic and personal lives. For communication to be effective, it must be **clear, correct, complete, concise, and compassionate**. We consider these to be the 5 C's of communication, though they may vary depending on who you're asking

Creating a friendly, non-threatening environment, where students are free to raise questions or issues is important (Kim and Bonk, 2006). Keeton (cited in Kim and Bonk, 2006) interviewed lecturers in higher education and rated the effectiveness of online teaching strategies. Higher ratings were given to such issues as 'create an environment that supports and encourages inquiry', 'broaden the learner's experience of subject matter,' and 'elicit active and critical reflection by learners on their growing experience base' (p. 23).

Communication and collaboration through questioning can help take their studies to the next level where they can **ask questions** of one another, **pursue solutions together**, and check each other's work. Some students are naturally more likely to ask for support or assistance from a peer than they are to ask for similar assistance from an instructor. Creating a positive classroom environment is important where students are **not afraid to answer questions or ask questions** and students are respected as equal partners in the learning process. Consider different types of questioning such as

convergent, divergent, high level and lower level.

- **Convergent questioning** has a correct answer in mind; the teacher can present the question and then get students to answer the question. This enhances the social construction of knowledge.
- **Divergent questions** are useful for probing student experiences but the teacher needs to be careful that the discussion does not ramble on.
- **High-level questions** use verbs such as hypothesising, theorising, or reflection. These questions may take a while to answer, so give students time to think through an answer. Don't be afraid of silence.
- **Lower-order questions** require recalling factual information, so responses may be quicker.

Lynch (2008) suggests that teachers should have a strategy for welcoming students; the first five minutes of the tutorial can be used for exchanging news.

After the tutorial, it is good practice to provide a summary of everything that was covered. Communicate with the students afterwards by e-mail and send slides, if they were used.

Incorporate Active Learning Methods

Shifting from the educator 'doing' to the student 'doing' to ensure authentic learning.

Active learning, put simply, is not passive, preferably not didactic, and not mere note-taking. Ideally, it provides a shift from the teacher or facilitator 'doing' to the student 'doing'. This intellectual labour may take any number of forms; from being physically active to engaging one's senses, eliciting verbal and cognitive responses, or establishing collaborative or cooperative endeavours. Active Learning encourages students to participate in discussions throughout the lecture by e.g., posing open-ended queries and questions or making provocative statements. Another example is assigning a class or small group activities, debates, or problem-solving assignments to promote peer-to-peer learning, collaboration, and critical thinking.

Student-Centered Learning. *Autonomous learning, also called student-centred learning, relates to this change in focus in the classroom, moving from the teacher to the student, or from the teaching to the learning. Student-centred learning is based on a constructivist theory, whereby each student constructs their understanding based on their prior knowledge and current learning experiences* (Kember, 1997). The concept of autonomous learning and what it means for both learners and lecturers is further developed in Student-centered learning, examples of how this is done are covered next.

How to get more students to be active in their learning? Here are some suggestions.

First, get familiar with the RTCM Course Exercises identified in the previous section, these are great resources to get you started and will save you hours of preparation and planning. All the RTCM exercises are flexible enough to be used and adapted to the below methods.

Flipped Classroom. The flipped classroom is a creative teaching methodology designed to

promote active student learning. It was popularised by Sams and Bergman, in 2007, based on the 63 realisation that classroom time would be better spent guiding students' knowledge, rather than providing instruction. Typically, students complete work before the class.

Nwachukwu (2015) provides a definition based on the acronym, **FLIP: Flexible environment, Learning culture, Intentional content, and Professional education**. *Students carry out learning tasks before the class, based on asynchronous resources, such as video recordings, YouTube videos, and readings (this targets lower-order learning skills in Bloom's taxonomy of remembering, understanding, and applying), the classroom component consists of synchronous structure learning through collaboration with peers and the teacher (this targets higher order learning in Bloom's taxonomy, such as analysing, evaluating, and creating)* (Nwachukwu, 2015).

Peer Active Learning and Teaching. *To facilitate active learning, Higgs and McCarthy (2005) report on an experiment carried out in UCC towards the end of lectures, where students were given a short experiential task and worked in small groups reviewing lecture notes, asking questions of the lecturer, and then handing up the notes to the lecturer. Through peer interaction and argumentation, active learning was taking place and students ultimately developed their arguments (Higgs and McCarthy, 2005).* Student learning may also be enhanced through peer teaching, which has great benefits for the student who is teaching and also the student who is learning. Peers may be more empathic than lecturers and be able to put themselves in the shoes of the learner. **Cross-year tutoring** refers to students who are in a higher year than the students they are teaching (2nd, 3rd or 4th-year students teaching first years).

Pairing Off. Ask students to discuss a question for 2 minutes in pairs. This breaks up the activity and allows you to mingle and check their levels of attention and understanding. It also adds variation and keeps your lecture lively.

Brainstorming is often the basis of a technique for gathering feedback, known as the "Nominal Group Technique", where groups of participants generate and then prioritise ideas before reporting them back. This can be a valuable way of stimulating creative freethinking and is particularly useful when looking for a solution to a problem or in generating diverse ideas. Collect all responses on a flipchart or whiteboard. Do not censor or comment on any responses at this stage.

Snowballing (pyramiding) aims to encourage the involvement of every participant in a given task and to encourage his or her contribution towards the outcomes. It starts with individual members giving thought to a problem. Individuals then regroup in pairs, threes, fours, fives, etc. until finally, the whole group discusses the problem (can be modified into small group reports (6 to 8 per group) if in a tiered seating situation where movement is restricted).

Fishbowl is another popular group method used during discussion and problem-solving sessions. This method can be useful for managing students who are over-dominating a group because it allows them to be the centre of attention for a while. After a suitable interval, you can ask others from the outer circle to replace them, thus giving the less vocal ones an opportunity for undisturbed airtime.

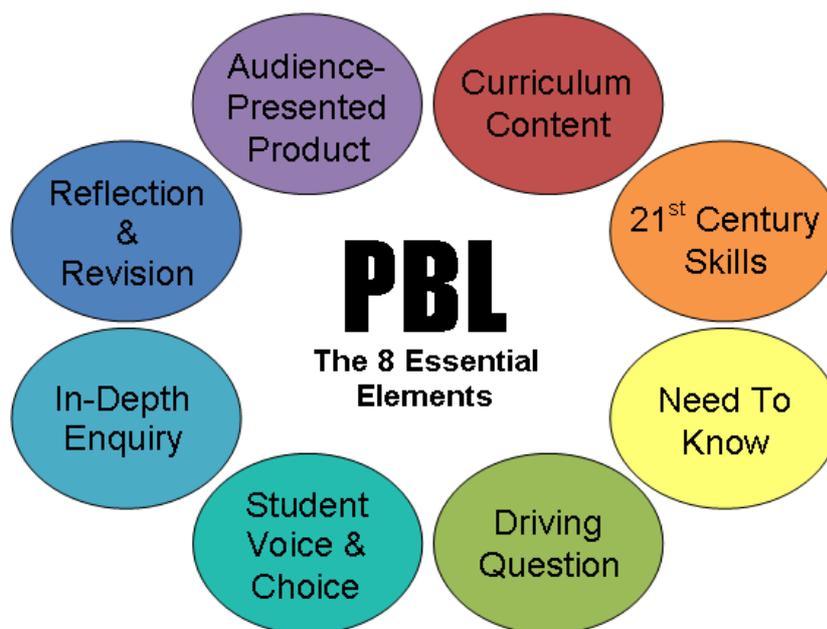
Rounds are often used as an icebreaker or when winding up a session. It is usually used in groups of approx. 20 or less. Contributions tend to be quite short since only a few minutes are usually allocated to this type of activity. Rounds ensure that everyone speaks and is a good way of ensuring active participation by all students.

Problem-Based Learning. Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to the direct presentation of facts and concepts.

The 4 types of problem-based learning are Explaining concepts. Self-directed learning. Applying course content to real-world examples. Research and information literacy.

Any subject area can be adapted to PBL with a little creativity. While the core problems will vary among disciplines, there are some characteristics of good PBL problems that transcend fields (Duch, Groh, and Allen, 2001):

- The problem must motivate students to **seek out a deeper understanding** of concepts.
- The problem should require students to **make reasoned decisions** and defend them.
- The problem should incorporate the content objectives in such a way as to **connect it to previous courses/knowledge**.
- If used for a **group project**, the problem needs a level of complexity to ensure that the students must work together to solve it.
- If used for a **multistage project**, the initial steps of the problem should be open-ended and engaging to draw students into the problem.

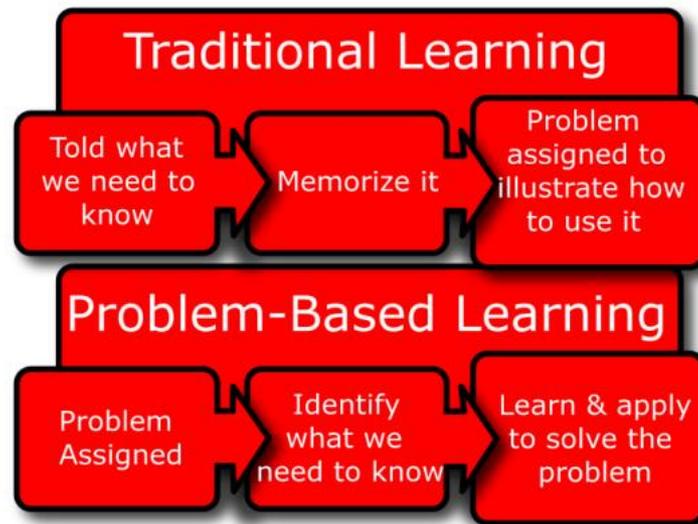


[Source](#)

The problems can come from a variety of sources: newspapers, magazines, journals, books, textbooks, and television/ movies. Some are in such a form that they can be used with little editing; however, others need to be rewritten to be of use. The following guidelines from The Power of Problem-Based Learning (Duch et al, 2001) are written for creating PBL problems for a class centered around the method; however, the general ideas can be applied in simpler uses of PBL:

- Choose a **central idea, concept, or principle** that is always taught in a given course, and then think of a typical **end-of-chapter problem**, assignment, or homework that is usually assigned to students to help them learn that concept. List the **learning objectives** that students should meet when they work through the problem.
- Think of a **real-world context** for the concept under consideration. Develop a **storytelling**

aspect to an end-of-chapter problem, or research an actual case that can be adapted, adding some motivation for students to solve the problem. More complex problems will challenge students to go beyond simple plug-and-chug to solve them. Look at **magazines, newspapers, and articles** for ideas on the story line. Some PBL practitioners talk to **professionals** in the field, searching for ideas of **realistic applications** of the concept being taught.



[Source](#)

The method for PBL falls under three closely related teaching techniques: **case studies, role-plays, and simulations**. Case studies are presented to students in written form. Role-plays have students improvise scenes based on character descriptions given. Today, simulations often involve computer-based programs. Regardless of which technique is used, the heart of the method remains the same: the real-world problem. [Source](#)

The Seven Steps of the PBL Process

- Identifying, and clarifying terms in the scenario.
- Defining the problem.
- Brainstorming.
- Restructuring the problem.
- Formulate learning objectives/ goals.
- Independent study.
- Regrouping/ Synthesis. [Source](#)

Advantages of Problem-Based Learning:

- Increased self-direction.
- Higher Comprehension and Better Skill Development
- Increased Retention of Data
- Highly Motivating
- Promotes deep rather than superficial learning.
- The students determine their learning issues and develop their unique approach to solving a problem.

- The development of key skills such as the ability to work in a group and to communicate, and present, information effectively.
- Promotes interaction between students and faculty · The learning environment is more stimulating and more humane.

Disadvantages of Problem-Based Learning:

- Demanding of staff **time and resources**
- May be difficult to implement when **class sizes** are large or when there is a lack of **enthusiasm** for the idea.
- **Stressful** for both students and staff
- The **content covered is reduced** compared to the amount that is covered in lecture-based courses · PBL may be a new experience for staff and students, and they may require some support or training.
- Group work often suffers from **non-participation or personality clashes** and strategies have to be put in place to deal with groups that do not work.
- Some students may **not take the need for independent study seriously** and some time may be required to make clear the outcomes and commitment required.

Narratives/Storytelling and Analogies. Storytelling is an ancient and powerful method of conveying a message to another; storytelling crosses cultures and communities (Alterio). It is also a pedagogy that can be used to enhance learning.

According to McDrury and Alterio (2004), *storytelling, as a pedagogy, is situated within a constructivist theoretical framework, in that it focuses on the way knowledge is created.* Drawing from the published literature, Alterio suggests that we each embody creative learning capabilities, for when storytelling is used in a reflective and formalized way, significant learning is possible.

Lectures can do this by sharing relevant case studies or real-world examples to elucidate complex concepts and create emotional connections with the subject matter. Bring the theories, concepts, ideas, and solutions to life through story building, consideration discussion about the situation, role plays and scenario building. Use analogies and metaphors to simplify complex ideas, making them more relatable and simpler to understand. Highlight diverse perspectives and experiences, invite guest speakers or incorporate student narratives.

Digital Storytelling. In this digital age, technology can be combined with storytelling to create online digital stories. These are usually three to five minutes in duration; they are a combination of story, pictures, and background music, and are presented digitally. They have proved to be a very successful method of enhancing student learning.

According to Ohler (2006), the story should precede the technology. He advocates using a storyboard, which is an ordered presentation of photos, which gives an overall sense of what the story is about. He suggests that if they are going to be used in education, they need to be part of the curriculum, should be used to enhance students' critical thinking, and should enhance their digital skills and literacy (Ohler, 2006). To enhance storytelling learning it should be packed with illustrations, diagrams, and data that support the narration.

Quizzes also have a long history and have been proven to enhance learning. A survey of 562 educators revealed that most respondents believed that the use of online quizzes would be used for evaluation in the future (Kim and Bonk, 2006). Quizzes are useful for knowledge checks, and revision, and can be used for peer teaching; for example, Gabuadan and Norton (2016) demonstrate

how quizzes were used to enhance student's knowledge of English.

Students were also asked to design peer-to-peer quizzes using learningapps.org or quizlet.com; this aided retention of subject matter and consolidated knowledge. As a result, students bridged the gap between theory and practice and became more effective at writing English (Gabuadan and Norton, 2016).

Cook and Babon (2017) suggested that quizzes could help students develop higher-order thinking and make the connection between knowledge and meaning. Their three-year study was based on student evaluations of the role and value of online quizzes. The results showed a high level of student engagement with the quizzes; students were positive about the use of quizzes in evaluating prescribed readings.

Don't forget about research! Research plays a crucial role to support active learning.

Research is a vital ingredient in creating a knowledge-based higher education system, it is also reiterated by the Standards & Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). Higher education, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development.

Research also informs curriculum design and lecturers/teachers who are research active can inspire their students. According to the Irish Universities Association (IUA), research is also inextricably linked to teaching, learning, and the transfer of knowledge. It enhances the education of all students, who, in turn, will create new knowledge that ultimately will address social and economic issues.

The best teaching encourages students to be aware of and to draw on, the research, not only of the teacher but also of fellow academics within and beyond the university or college, including internationally. In this era of increasingly rapid globalisation, the teaching and learning experience for all students must be globally connected, enabling students to develop an understanding of how their subject is viewed and pursued in different parts of the world (HLG, 2013, p.19).

Research in HEIs influences the formation of students, in particular at HEI and post-graduate level, is where students learn how to research and 'participate in the advancement of knowledge', where the knowledge they gain by doing research can be transferred through their careers and work to wider society.

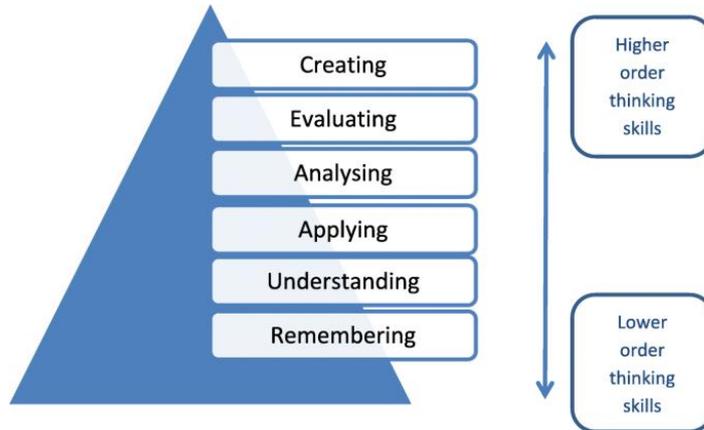
Small Group Teaching Strategies

The term 'small group teaching', or 'small group learning' or often called 'tutorials' as it is often termed, means different things to different people. Some are familiar with the tutorial as being their experience of small group teaching. The tutorial is usually linked with a series of lectures and its role is to complement the lecture. There is no magical number that defines a group as a small group. A lecturer who used to take 400 in a lecture would define 50 as a small group.

Small group lectures are great particularly when it comes to some of the generic and transferable skills required for employers and professional bodies. Students are more likely to gain such core competencies in a small group learning experience and excel in analytics, communication, and presentation skills as well as Interpersonal and Intrapersonal skills.

Small Group Teaching or Tutorials may provide value in:

- Complementing knowledge from lectures.
- Expanding on the concepts considered in lectures.
- Promoting the practical application of knowledge.
- Encouraging student reflection.
- Developing students' communication skills.
- Enabling student collaboration and cooperative learning.
- Encouraging active life-long learning.



Bloom's Taxonomy (adapted from Anderson et al., 2001)

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-02281-4/figures/1>



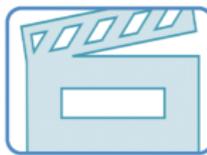
1. Profile your target audience

What educational background, work commitments and resources do they have? How many students are in the group?



2. Write your learning outcomes

What do you want learners to know and be able to do by the end of the lesson or module?



3. Content and activities

What features can you include to make the activity engaging, in alignment with the learning outcomes? What resources do you need? Provide a short description and timing for each activity.



4. Design formative assessment tasks

What types of assessments can you include that are linked to the outcomes, and emphasise students' learning needs?



5. Summary

What are your key 2-3 take home messages?

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-02281-4/figures/3>

How to Manage a Small Group Teaching or Tutorial

Preparation

- **Read the RTCM key references, guides, articles, research papers etc provided.** Also get familiar with the module overview descriptor, learning objectives and outcomes. The learning objectives and Module exercise will be what your session should focus on. It is always good to develop supporting course handouts, problem sheets or sample exam papers if possible.
- **Make sure you know your students, cohort** and the group's shared characteristics. Get familiar with their names, photos, emails, disciplines, levels, previous education and experience.

Planning

- Become familiar with the **RTCM module outcomes and assessment** protocol for the module. It is advised to base your Assessment on the research provided. The RTC research, articles and guides should be used with Assessments to deepen learning, provide further information, understanding and proof, and give different perspectives, scenarios and examples. Check out [Steps in Assessment Design Decisions](#).
- Use **effective questioning** and assessment to keep learners actively involved throughout the lesson. Types of questions range from **low-level closed questions to high-order questions**

that go beyond simple recall and engage the learner in problem-solving and critical thinking. Through formative assessment tasks with feedback, learners can check their understanding, and identify and address gaps in their knowledge. The learner's interpretation of the feedback will direct and encourage self-regulated learning, where students monitor their own learning goals, and the strategies they use to achieve these goals.

- Review the RTCM learning objectives or outcomes (**'micro-outcomes'**) for your session. Each of the RTCM Module's learning objectives and topics is broken into sections which can be used as **'micro learnings'** to support **'micro-outcomes'**.
- Design **activities and tasks** to facilitate active learning. Consider what **learning activities** might help the students to achieve the **learning outcomes**. The RTCM exercises for example can be used as an option to support this. Consider activities like the following.

Paired discussion one-to-one discussion on an assigned topic for 3–5 min. The educator can join in on the discussion.

Break out groups the teacher poses a question and learners (in groups of 2–4) discuss responses before sharing with the whole group.

Digital creation of posters/drawings, for example, a mechanistic flow chart to describe the phases of a crisis and prevention, mitigation, and response measures.

Group round generates interest in a topic with each learner having one minute to present their brief response. The order of participation can be selected at random, and learners can pass their turn at least one time. For example, asking for 'brief verbal synopses of a crisis that occurred and the response measures that worked, where each attempt will get progressively more succinct, clearer, and more accurate.

Brainstorming can produce many creative solutions in a short period. This method encourages learner recall of knowledge and promotes interaction.

Role play can be useful for developing communication skills e.g., interviewing. Sometimes tourism crisis response experts may be recruited for advanced role plays.

Workshops are a mixture of individual and group activities, with brief lectures.

Seminars: a report by students or a group of students, or a discussion of a paper.

- Make sure you have enough time to do what you wish. It's always a good idea to develop a **Session Plan**. Do you have a session plan? Here is a good guide on how to [develop a Session or Lesson Plan](#) that will help you meet your learning objectives.
- How will you gather **feedback** on the session and its effectiveness? The provision of feedback helps **close the gap** between current and desired performance and has the greatest impact on learning when it is immediate. Ensure that your teaching plan includes time for **individual feedback** to learners. Feedback can be provided by both peer learners and the facilitator. Feedback promotes learning by informing the student of their progress and the specific **areas needing improvement**; motivating the student to engage in **relevant activities to further their learning**; **reinforcing good practice**; and **promoting self-reflection**. The use of a structured method for feedback, such as Pendleton's model, illustrated in Fig. 5 below offers the learner the opportunity to evaluate their performance and prompts immediate feedback from the observer. If you would like a digital option, go for it.

Kahoot is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device <https://kahoot.it/>

Mentimeter. Gain valuable insights from everyone around you with Word Clouds, Polls, and

Quizzes. <https://www.mentimeter.com/>

Poll Everywhere is an online service for classroom response and audience response system <https://www.polleverywhere.com/>

Google Forms to create online forms and surveys with multiple question types. Analyze results in real time and from any device. <https://docs.google.com/forms/>

Flip (formerly **Flipgrid**) is a video discussion and video-sharing app, free from Microsoft, built for classrooms and beyond. <https://info.flip.com/en-us.html>

Fig. 5



Feedback model (data from Pendleton et al., 1984)

<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-02281-4/figures/5>

- Consider using your educational organisation's **Virtual Learning Environment** to support learning before, during and after your

Environment

- Check out the **venue** you will be using. Make sure you are familiar with and have the right technology, number of seats, seating plan etc. Have you checked for tables, computers, flip charts, and wall space?
- Check how many **students are registered** to attend. How many will turn up? Consider how this affects break-out activities.
- Assess if you need particular **works spaces or materials** to support your session and if they are readily available, booked and will be in place.

Assessment

- Consider how the session you are planning contributes to the **course or module assessment**. For example, do seminar contributions go towards assessment? Are you preparing the learners for an exam or an essay?
- Consider how the **discussion or activity** in the session informs the answering of exam questions or assignments. If so, have you formulated exam-type questions for discussion in class, offered rubrics or discussed criteria? *A rubric is a scoring guide used to evaluate performance, a product, or a project. It has three parts: 1) performance criteria; 2) rating scale; and 3) indicators. For you and your students, the rubric defines what is expected and what will be assessed.*
- It is worth providing an **opportunity for discussion of feedback**. If so, is the feedback timely, useful and direct? Can learners react to it and develop their work further?

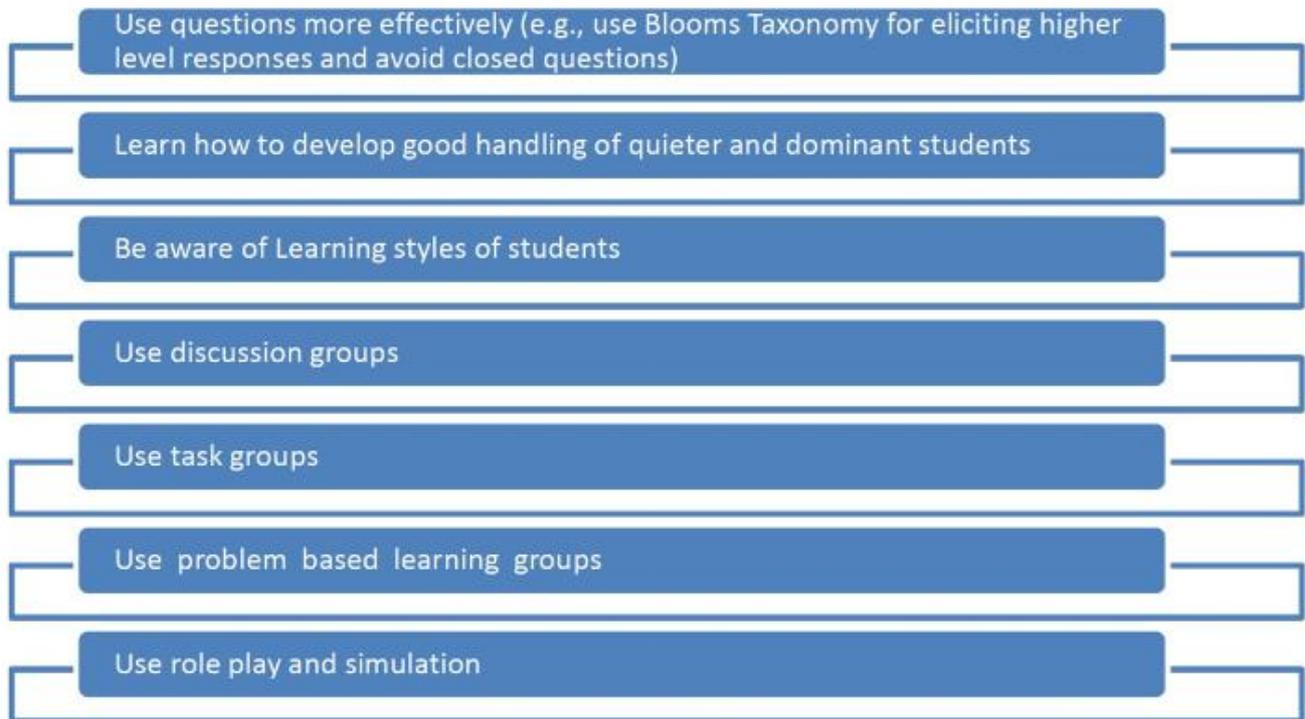
Other Activities

- How will you ensure everyone can **participate equally and inclusively**?
- Do you need an **'icebreaker' activity** to begin the session?
- What **review activity** will you use at the end to help you plan for the next session?

Scheduling

- How **long do you have** and how can you make the most of it? Is a break required? What can you drop or add to the session if needs to be efficient?
- Do you need to make **any announcements**? For example, do you need to distribute the register, announce due dates, introduce exams, collect work or note countdowns for finals?
- Do you have a **timetable** for the module, its lectures, labs, and tutorial sessions?

How to Encourage Student Participation



[Ruddok,1978, Luker, 1989, Griffiths, Houston & Lazenbatt, 1996]

Large Group Teaching Strategies

Facilitating large class environments is a challenge. Large classes and lecture halls impose physical and logistical constraints on what a lecturer can physically do. Large classes on Zoom can sometimes feel like speaking into a void of black boxes. Moore and Gilmartin (2010) describe teaching large classes as 'the intersection of entertainment and crowd control'. Oftentimes lecturers in large classes feel pressure to be a "performer". There are tried and trusted techniques to keep students engaged during a large group lecture which include interactive activities as well as active student engagement and peer mentoring approaches.

While increasing student numbers and class sizes invariably mean teaching to large groups, this does not exclude the possibility of engaging students in active learning and encouraging a deeper approach to learning. Large group teaching, if carefully organised and implemented, can cause more active learning in students.

Wisehunt et al. (2017) suggest three strategies for managing expectations in large classes:

- encouraging active student engagement
- reducing students' feelings of anonymity
- providing individualised feedback

Here are some strategies for teaching in large groups:

- **One-minute papers** where students are given 60 seconds either at the end of a section of work or at the end of a lecture period to jot down on paper anonymous responses to an aspect of that day's class session. They drop these responses into a box at the front of the class, which you then take to your office. Then you read the responses to get a sense of what the students have learned, where there might be gaps in their knowledge, what aspects of your teaching practice they are responding to, and so on
- **Equity Unbound** contains several activity starters for community building. OneHE for example exists to support faculty and higher education institutions to improve student outcomes through effective teaching e.g., practical and engaging microlearning that maximise student success.
- **Poster Gallery Walks** is a learning format for students to get feedback on their work. Hang student products, such as drawings, visual representations, poster projects, etc. This is a combined questions and discussion technique that allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts.
- **Techniques for Encouraging Active Learning (pdf)** has a range of activities that can be used in small and large group settings including silent reflection, buzz groups, pyramids, syndicates, cross-overs, brainstorming, and three minutes each way)

Peer-Assisted Mentoring. One technique for managing large classes is to sub-divide the class into more manageable groups using peer-assisted mentoring, such as the use of students more advanced (e.g. post-graduate students) to mentor undergraduate students. In peer-assisted learning, there is an educational gain for both the mentoring students and the mentees while both groups of students are given modular credit for their respective roles in the educational arrangement.

An example of peer-assisted mentoring in the School of Architecture, Landscape and Civil Engineering is described at the link below. The undergraduate module in question is Creativity in Design (CVEN10040) and the postgraduate module is Innovation Leadership (CVEN40390). The Creativity in Design module provides an active-learning engineering experience through which students develop their observation skills, problem-solving skills and lateral thinking abilities. Read about the Creativity in Design module in [Five UCD Case Studies: 1st Year Assessment Design](#).

(Some of this information was Sourced from Source UCD)

Assessments and Feedback

Assessments

Assessment is “the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to increase students’ learning and development”. ERWIN, 1991

Assessment is a major part of any student’s academic life and shapes what they learn and how they will learn it (Biggs & Tang, 2007). Its myriad roles include selecting, controlling, or motivating students; satisfying expectations; providing formative feedback; accountability; grading; and determining the extent of learning.

Assessment does more than allocate a grade or degree classification to students – it plays an important role in focusing their attention and, as Sainsbury & Walker (2007) observe, actually drives their learning. Gibbs (2003) states that **Assessments have 6 main functions.**

1. Capturing student **time and attention.**
2. Generating appropriate student **learning activities.**
3. Providing timely **feedback** to which students pay attention.
4. Helping students to internalise the **discipline’s standards** and **notions of equality.**
5. Generating **marks or grades** which distinguish between students or enable pass/fail decisions to be made.
6. Providing **evidence** for others outside the course to enable them to judge the appropriateness of standards on the course.

This topic is explored in greater depth in the [Assessment and Feedback](#) section of the [UCD website](#).

Lectures are expected to clarify learning needs: relate learning outcomes to specific objectives, and provide suitable assignments and assessments according to their curriculum.

The Regional Tourism Crisis Management (RTCM) Course as an **online learning format** means it is more reliant on **assessment support materials** (text, video, exercises) but can also be downloaded for **offline lecturer delivery**. HEI educators are encouraged to use the exercises provided and **customise their assessments** using the content and research articles provided. This approach makes the course and curriculum a more **self-regulation online pedagogy experience** that is agile, flexible and customisable, as well as engaging to both educators and students. This allows educators to focus and adapt to the level and active participation of learners throughout their learning process.

Peer-to-peer contact, collaboration, and learning are encouraged and should be formal and informal, through group assignments or by introducing peer teaching or peer assessment. To facilitate small and large-group learning the Modules have exercises that can be delivered in the format of focus groups, workshops, or group discussions. This innovative learning feature means that collective feedback can be used as a powerful learning engine for all learners.

It is advised that if educators set up an online or classroom environment, they should adapt their assessments to suit the same e.g., videoconferencing can offer useful ways to engage in live interaction (Q&A, feedback, project reviews). It is advised that **educators are present** for all lecturers,

seminars, group exercises and group assessments to facilitate and guide learning (whether online or offline) and provide timely and accurate feedback on questions, and evaluations.

It is also worth noting that the exercises can also be completed in the format of **self-discovery** and **individualized research**.

Large Group Assessment Strategies. Assessment can also feel challenging in large group settings. Often there are unsaid expectations and assumptions around feedback (for both students and staff.) It's important to be transparent and clear in explaining your assessment and feedback strategies in large group settings. Surfacing expectations can relieve many of the frustrations that can occur related to assessment. Intentionally reviewing and explaining the **Assessment Strategy** and **Assessment Feedback** in the module overview is encouraged.

Peer Review (a possible assessment strategy) can be an experience which embeds both active learning and meaningful growth and development opportunities. Explaining why and how you're using peer review can go a long way in helping students understand that peer review is assessment as learning and an effective way to facilitate knowledge growth and sharing in large group settings.

([Source UCD](#))



Giving Effective Feedback

A list of practical ideas for improving the efficiency and effectiveness of feedback to students can be accessed in [Formative Assessment: Practical Ideas for Improving the Efficiency and Effective](#)

Seven Principles of Giving Good Feedback (Formative Assessment)

1. Facilitates the development of **self-assessment (reflection)** in learning.
2. Encourages teacher and **peer dialogue** around learning.
3. Helps **clarify what good performance** is (goals, criteria, standards expected).
4. Provides opportunities to close the gap between **current and desired performance**.
5. Delivers **high-quality information** to students about their learning.
6. Encourages **positive motivational beliefs** and self-esteem.
7. Provides information to teachers that can be used to **help shape the teaching**.

(Nicol & MacFarlane-Dick, 2009; Juwah et al, 2004)

Giving students feedback on their learning, often described as formative assessment, has been shown to have **powerful positive benefits** for student learning and achievement (Juwah et al., 2009; Black & William, 1998). The importance of feedback mechanisms in assessment has been well-established in research (Fisher & Miller, 2008).

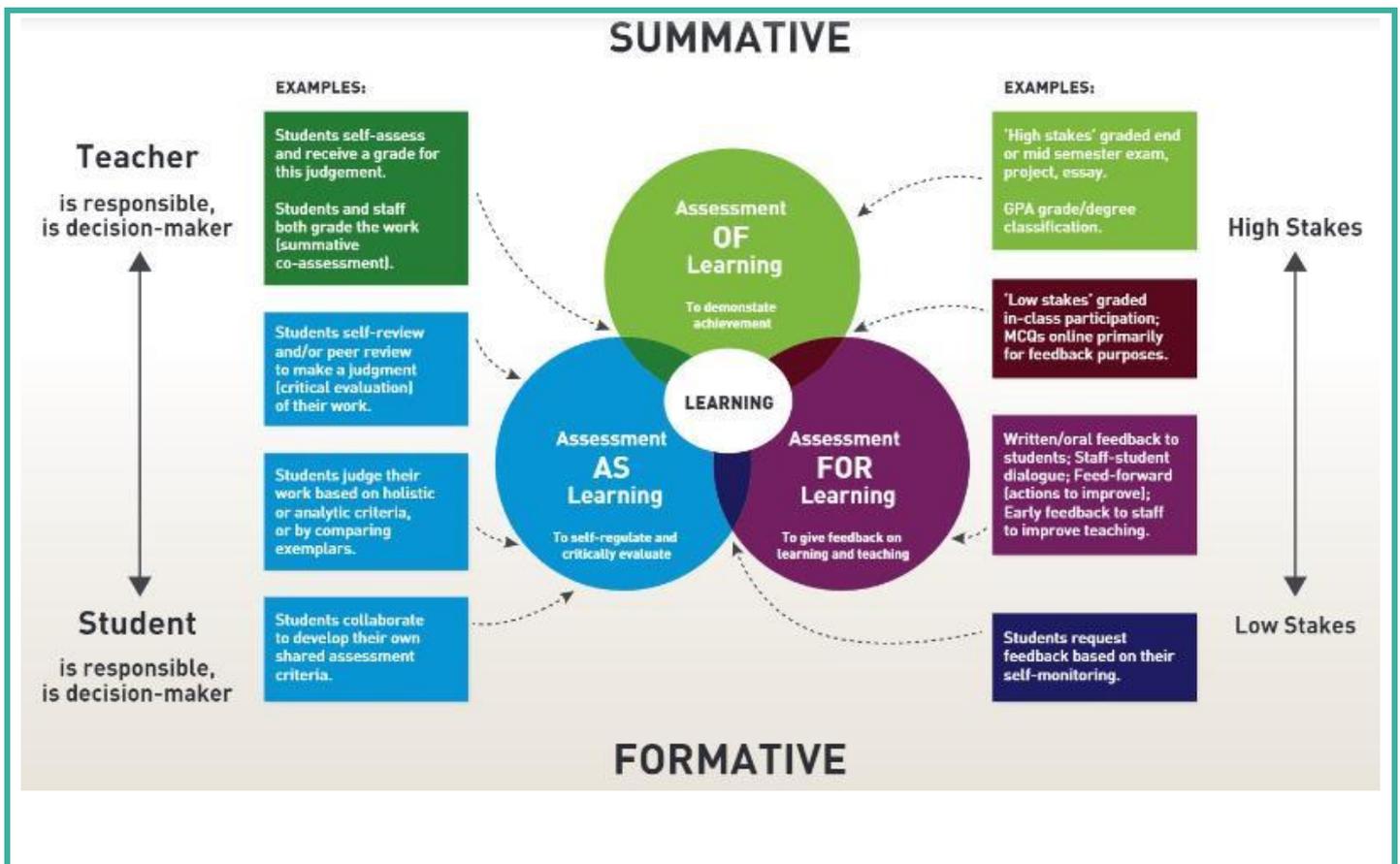
However, this can often be a **time-consuming** task in an environment with stretched resources. In addition, many staff report a lack of student engagement with this feedback; for example, students may not read it, while also reporting a lack of helpful feedback. This can result in wasted staff efforts and ineffective feedback for students.

One of the key themes emerging to address this dilemma is to **develop students' self-monitoring skills** to help them narrow the gap between their performance and the standards expected of them (Clarke et al., 2001).

The **timing, type and specification of feedback** can also improve student ability to self-monitor. In addition, good feedback should feed into some specific actions that can be used in the next assessment. Feedback need **not always be from the academic staff**, as students themselves are a good resource to each other when given guidance on how to provide feedback. **New technologies** also open some efficient feedback opportunities.

Finally, feedback that provides constructive comments on strengths, weaknesses, and suggestions for improvements has powerful positive benefits for student learning and achievement (Nichol & McFarlane-Dick, 2009; Black & William, 1998).

See below for [Expanding our Understanding of Assessment and Feedback in Irish Higher Education](#), a useful resource from the National Forum for the Enhancement of Teaching and Learning in Higher Education.



Tourism Crisis Recovery Links to Key Resources

Please note that all the Tourism Crisis Recovery project resources are also available in Dutch, Spanish, Icelandic, and German. Just go directly to the website and pick your language and preferred resource <https://www.tourismrecovery.eu/>

International Needs Analysis on Tourism Crisis Management for SMEs
<https://www.tourismrecovery.eu/international-needs-analysis-on-tourism-crisis-management-for-smes/>

VET and SME Tourism Crisis Curriculum
<https://www.tourismrecovery.eu/vet-sme-tourism-crisis-curriculum-en/>

HEI Regional Tourism Crisis Curriculum
<https://www.tourismrecovery.eu/hei-regional-tourism-crisis-curriculum-en/>

Tourism Crisis App
<https://app.tourismrecovery.eu/>

Website <https://www.tourismrecovery.eu/>

Facebook <https://www.facebook.com/tourismcrisisrecovery>

Additional Resources

European HEI Quality Teaching and Learning.

- **HLG report** to the **European Commission** on Improving the Quality of Teaching and Learning in Europe's Higher Education Institutions (2013, p.62)
http://ec.europa.eu/dgs/education_culture/repository/education/library/reports/modernisation_en.pdf
- **ENQA website** <http://www.enqa.eu> ENQA is an umbrella organisation, which represents quality assurance higher education and disseminates information and expertise among its members

UCD University College Dublin Teaching Toolkit

Support Student Learning; Delivering a Lecture; Planning a Teaching Session; Giving Feedback etc.

<https://www.ucd.ie/teaching/resources/teachingtoolkit/planningateachingsession/>

Universal Design Resources

AHEAD demonstrate the seven principles of universal design, contained in their Charter for Inclusive Teaching and Learning.

https://www.ahead.ie/userfiles/files//documents/Charter_4_Inclusive_Teaching_&_Learning_Online_Version.pdf

Find out how you can design lessons at the following two websites

1. **CAST Universal Design Learning** <http://www.cast.org/our-work/about-udl.html#.V4j2KGNhyJV>
2. **National Centre on Universal Design for Learning:** <http://www.udlcenter.org>

Inclusive Learning. How to socially include students who may have a learning difficulty; for example, how do you include a student who has been assessed with dyslexia or anxiety? The HEA gathers data on student well-being. Please read Health and Wellbeing (pp. 23 - 24) in the report, Euro Student Survey V Report on the **Social and Living Conditions of Higher Education Students in Ireland 2013**.
http://www.hea.ie/sites/default/files/eurostudentv_final.pdf.

Flipped Classroom Approach. Visit the University of Queensland Australia and find out how to use the Flipped Classroom approach to enhance student learning. <http://www.uq.edu.au/teach/flipped-classroom/what-is-fc.html>

What is digital storytelling? Visit (Jerome Gratigny) YouTube <https://www.youtube.com/watch?v=dKZiXR5qUIQ> or website to discover how to create digital stories: <http://storyconcepts.blogspot.ie>

What is problem-based learning? Read the following article by John Savery (2006) 'Overview of Problem-based Learning: Definitions and Distinctions'
<https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1002&context=ijpbl>

Project Partners



Navigating
Tourism
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Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission supports the production of this publication and does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be of the information contained therein 2020-1-UK01-KA203-079083