

Full Title - Reflecting on the use of an Assigned Reading Exercise: Global Tourism Issues

Enamul-Hoque (2016; 46) states that the cognitive domain includes learning processes including a hierarchy of skills involving processing information, constructing understanding, applying knowledge, solving problems, and conducting research. Winn, DelSignore, Marcus, Chiell, Freiman, Stafford and Newman (2019) ascertain that cognitive learning strategies are strategies that improve a learner's ability to process information more deeply, transfer and apply information to new situations, and result in enhanced and better-retained learning. Consequently, for the purpose of this assignment, a cognitive approach (The Assigned Reading Exercise) as its main aim is to compare and contrast documented research and literature as McLeod (2019) suggests that the teacher's major task is to foster a collaborative problem-solving atmosphere in which students take a key role in their own learning. A teacher, rather than being an instructor, functions as a facilitator of learning in this context which supports my constructive approach.

The Assigned Reading Exercise is a very effective strategy for creating a culture of reading and independent study among a student cohort especially in final year. It can also be developed to serve many higher-order, critical thinking, learning outcomes (LIT Compendium of Active Learning Strategies for Student Engagement; 18). The module that I used the Assigned Reading Exercise was Global Tourism Issues on the B.A. (Honours) in Business Studies with Travel and Tourism Management which was designed to evaluate and critically assess the key global issues that have significance in tourism in a global context. This was a 4th Year module and there were 27 students in the group. I had the students for a 2-hour lecture and then a 1-hour tutorial both on a Tuesday.

As per LIT and COVID 19 guidelines the Global Tourism Issues module is currently being delivered online. The reading is a journal article which was issued to the students (via Moodle) 1-week prior (in the tutorial) and I updated the students on what I had planned for their next tutorial and what was expected of them beforehand. Students also received these instructions through Moodle on the same day and a reminder email was sent out the day before their next tutorial in order to encourage them to read the article prior to the tutorial.

On the day of the tutorial, once again I explained what I expected of the students in this tutorial. After this and a brief Q&A session with the students, MS Teams allocated them into groups of 2 and they were aware that they had 30 minutes to undertake the activity. The students also had a copy of the Journal Review Form (See Appendix 1) which they needed to complete.

I popped into each group separately and they seem to understand what was required and were working away on completing the Journal Review Form. After 20 minutes I announced to the students (via MS Teams) that they had 10 minutes left to complete their work. Then after 30 minutes, I closed the MS Teams Breakout Rooms and the students automatically returned to the main virtual classroom.

I asked each group (6 in total) to present their answers as we worked through the Journal Review Form. They seemed to be very confident and provided a very critical review of the journal article as we had a vibrant discussion on each point. I repeated all of this for the 2nd tutorial which occurred immediately after the 1st one. This was the same programme but for the purposes of tutorials they were divided into two groups.

The students seem to really like working in groups and completing the Journal Review Form. I also highlighted the fact that I was using the latest journal articles from the most revered tourism journal and if they referenced correctly they could also use it for their Final Year Project (FYP). We had a very lively discussion and it was great to see the students being so passionate about their chosen subject area. I reinforced to the students that this exercise would be occurring on a weekly basis (in their tutorials, with a new journal article each week) until Easter as it would form a key part of their final assignment which was worth 50%. One of the most significant advantages of active learning is that it keeps students engaged. They engage with a topic by completing activities that help to reinforce knowledge, concepts, and skills. Students' progress from short-term retention to deeper levels of understanding through memorable learning experiences (Cambridge University Press, 2022). There is evidence that classroom techniques designed to engage students in the learning process result in better educational outcomes at almost all levels. Although students perceived that traditional lectures provided them with more information, they actually learned more when they participated in classrooms that used so-called active-learning strategies (Harvard Gazette, 2022).

This Active Learning Approach really benefited my students as they mentioned afterwards in our informal session that interacting with content through active learning has several compelling advantages over traditional lecture delivery modes. It aids in the retention of student's attention and the development of higher-level skills such as critical thinking. It also aids in the engagement of students who might otherwise struggle. This does not mean abandoning spoken lectures; rather, it means incorporating various methods of engaging with the material at regular intervals throughout the lecture is crucial for student participation.

Finally, I have shown in this assignment how this Active Learning Strategy - Assigned Reading Exercise has had a very positive impact on both my teaching style and my students approach to their own overall learning experience and most importantly giving students feedback allows them to gain control over their own learning and confidence in their abilities.

Resources Used

Journal article - Fotiadis, A., Polyzos, S. and T.C. Tzung-Cheng (2021). The good, the bad and the ugly on COVID-19 tourism recovery, *Annals of Tourism Research* 87, 1-14. ISSN 0160-7383 <https://www.sciencedirect.com/science/article/pii/S0160738320302619>

Journal Review Form (See Appendix 1 below)

References

Cambridge University Press (2022). What is active learning and what are the benefits? Retrieved from <https://www.cambridge.org/us/education/blog/2019/06/25/what-active-learning-and-what-are-benefits/#:~:text=One%20of%20the%20biggest%20benefits%20of%20active%20learning,short-term%20retention%20and%20achieve%20deeper%20levels%20of%20understanding>

Enamul-Hoque, M. (2016). Three Domains of Learning: Cognitive, Affective and Psychomotor, *The Journal of EFL Education and Research (JEFLER)* 2(2), 45-53. ISSN-2520-5897. [ArticleBloom.pdf \(lcwu.edu.pk\)](#)

Harvard Gazette (2022). Lessons in learning. Retrieved from <https://news.harvard.edu/gazette/story/2019/09/study-shows-that-students-learn-more-when-taking-part-in-classrooms-that-employ-active-learning-strategies/>

McLeod, S. A. (2019). *Constructivism as a theory for teaching and learning*. *Simply Psychology*. Retrieved from www.simplypsychology.org/constructivism.html

Winn, A.S., DelSignore, L., Marcus, C., Chiell, L., Freiman, E., Stafford, D. and Newman L. (2019). Applying Cognitive Learning Strategies to Enhance Learning and Retention in Clinical Teaching Settings, *The AAMC Journal of Teaching and Learning Resources* 15. https://doi.org/10.15766/mep_2374-8265.10850

Appendix 1

Journal Review Form	
Author of Article	
Year of Article	
Article Title	
Journal Title	
Volume and Page Numbers	
Publisher of Article	
Summary of Article (in your own words)	
What was the main objective(s) of the article?	
How did the authors go about investigating the issue?	
What were the main findings?	
Make at least (5) suggestions as to how this article might be improved.	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.