

MODULE TOU2070: TOURISM DESTINATIONS 2

Level: Intermediate

Theme: Travel

Prerequisite: TOU2060 Tourism Destinations 1

Module Description: Students demonstrate knowledge of world tourism geography, by presenting travel information about at least four major tourism regions of the world.

Module Parameters: No specialized equipment or facilities.

Note: It is recommended that the student have access to instruction from an individual with formal, specialized training and/or experience in one or more tourism sectors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> present specific knowledge of the physical geography, culture and economy of selected tourism destinations demonstrate basic research skills, transferable to travel counselling activities communicate, in travel counsellor situations, information about the major attractions and regions of the world 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a written, oral and/or visual presentation demonstrating knowledge of four world tourism regions including geographical features, cultural characteristics (e.g., food, festivals, customs), economy and tourism attractions. <p><i>Assessment Tool</i> <i>Presentations/Reports, TOU2070–1</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	30
	<ul style="list-style-type: none"> a problem-solving task in which the student prepares and presents a travel information package to meet three separate clients' needs; e.g., senior, family with children, business person, for destinations outside North America. <p><i>Assessment Tool</i> <i>Problem Solving, TOU2070–2</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in applicable areas of assessment</i></p>	70

MODULE TOU2070: TOURISM DESTINATIONS 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Tourism Regions</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> describe at least four major tourism regions of the world listed below: <ul style="list-style-type: none"> Central America and the Caribbean South America Europe Eastern Europe Mediterranean and the Middle East Africa Asia East Asia Australia South Pacific describe the major geographical features of the tourism region including: <ul style="list-style-type: none"> climate landforms culture (language, religion, race) political system economic development describe the major tourism characteristics of the region that are important to the traveller including: <ul style="list-style-type: none"> food festivals customs list, locate on a map and describe the major tourism destinations and attractions in the region demonstrate research skills by proposing regional destinations and attractions to match with visitor expectations. 	

MODULE TOU2070: TOURISM DESTINATIONS 2 (continued)

Concept	Specific Learner Expectations	Notes
<p>Providing World Travel Information</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • create and present travel promotion packages to meet a client’s needs including: <ul style="list-style-type: none"> – needs or desires of the client – three possible world destinations – travel information for each destination including: <ul style="list-style-type: none"> • destinations/attractions • climate • geography • culture • other important travel information. 	<p>Problem-solving tasks should encourage the student to make complex decisions depending on the client’s special requirements.</p>