CULTIVATING TOURISM COMPETENCIES VIA ADDIE AND ACTION LEARNING IN FIRST-YYEAR HIGHER EDUCATION

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ABSTRACT

This study adopts the ADDIE instructional design model as its core framework, integrating diverse teaching materials, to create a multisensory and cognitively engaging learning environment that fosters first-year university students' motivation for reading and self-directed learning. The course further incorporates reciprocal teaching strategies to encourage students to build emotional connections between personal experiences and course content. Through peer and instructor dialogue, students are guided to develop critical thinking, respect for diverse perspectives, and interpersonal communication skills. Additionally, action learning is implemented through cross-context experiential activities such as field visits to historical sites, museum tours, and interactions with tourism professionals, enabling students to apply foundational tourism knowledge in authentic contexts and deepen their learning through reflection. Both quantitative and qualitative assessment tools are used to evaluate learning outcomes and shifts in student attitudes, informing ongoing instructional reflection and curriculum refinement. Overall, this pedagogical design effectively cultivates students' aesthetic sensitivity, imagination, communication, and expression, while strengthening their foundational knowledge in tourism and capacity for autonomous learning. The study offers practical insights for competency-based and learner-centered approaches in higher education.

Keywords: ADDIE model, Action learning Strategy, Reciprocal teaching Strategy

1. INTRODUCTION

Contemporary tourism education faces growing pressure to meet industry demands that extend beyond technical knowledge to include soft skills and cognitive competencies (Sheldon et al., 2011; Airey, 2015). As an applied discipline, tourism studies must bridge theory and practice to equip students with professional and intercultural capabilities suited to a dynamic and diverse global context (Tribe, 2002; Dredge & Schott, 2013). Skills such as teamwork, leadership, and problem-solving have become central to enhancing employability and career readiness.

To address this, scholars have highlighted five core tourism competencies: knowledge acquisition, aesthetic sensitivity, imaginative thinking, communication skills, and expressive ability. These competencies blend humanistic insight with practical expertise, enabling students to interpret tourism experiences meaningfully and respond creatively to industry challenges.

Traditional lecture-based models emphasizing rote memorization are increasingly seen as insufficient in fostering deep learning and engagement. In contrast, holistic, student-centered approaches grounded in dialogic and experiential pedagogy are gaining traction (Freire, 1970; Biesta, 2010). This study responds to this shift by redesigning a foundational tourism course through the integration of three pedagogical frameworks: the ADDIE instructional design model, action learning theory, and reciprocal teaching strategies.

Rather than merely combining methods, the course recontextualizes these frameworks into an interdisciplinary and multimodal learning environment. Illustrated texts, aesthetic exploration, and reflective storytelling function not only as learning activities, but also as epistemological tools that support learner identity formation and creative interpretation. The approach positions reciprocal teaching as a dialogic method for exploring place-based meanings, embeds action learning into heritage fieldwork, and adapts the ADDIE model for iterative, learner-driven curriculum development.

This integrative design offers a theoretically grounded yet practically innovative model for cultivating foundational tourism competencies in first-year university students, and may serve as a transferable blueprint for competency-based education in other professional disciplines.

Recent curriculum innovations emphasize integrating ADDIE with action learning and reciprocal teaching to develop core competencies in tourism education (Branch, 2009; McGill & Brockbank, 2004). These approaches support experiential, reflective, and dialogic learning through real-world engagement (O'Connor, 2021; Choe & Kim, 2024). In this course, ADDIE provided a structured yet adaptable framework; action learning promoted collaboration and inquiry, and reciprocal teaching encouraged metacognitive dialogue (Palincsar & Brown, 1984). Together, they fostered learner autonomy and pedagogical transformation.

The ADDIE Instructional Design Model

ADDIE is a widely used instructional design model for developing comprehensive educational systems, including activities, content, resources, learning environments, and assessment strategies (Molenda, 2003; Gagné et al., 2005; Allen, 2006). In tourism and hospitality education– which often requires cross-disciplinary, esthetic, and experiential learning– the ADDIE model provides a structured yet adaptable foundation for learner-centered designs (Croft & Wang, 2023).

The five phases of the ADDIE model– Analysis, Design, Development, Implementation, and Evaluation– are commonly used across disciplines to support systematic, goal-oriented instructional planning (Branch, 2009; Molenda, 2003). This framework helps educators integrate multimodal resources and real-world fieldwork into reflective and student-centered curricula.

In higher education, ADDIE has been implemented in various contexts. Yu et al. (2021) employed ADDIE to create a virtual reality learning system for coffee brewing, showing how immersive platforms enhanced manipulative skills and data-driven feedback. In Taiwan, Lu and Fang (2017) guided primary teachers to design insect-themed educational games, aligning technological integration with pedagogical content knowledge.

Thus, ADDIE serves as a flexible instructional foundation particularly suited for developing soft skills and professional competencies through experiential and multimodal strategies in tourism education.

Integrating Action Learning into the ADDIE Framework for Tourism Education

Action learning is a pedagogical strategy rooted in experiential learning theory, designed to foster student engagement, critical thinking, and real-world problem-solving (Revans, 1982;

Bath et al., 2004). Through iterative reflection and collaborative inquiry in team-based settings, it cultivates essential competencies for tourism education—such as creativity, communication, and interpersonal skills—by moving beyond didactic instruction toward active knowledge construction (McGill & Brockbank, 2004; Wilson & Fowler, 2005).

In the context of this study, action learning is not treated as an isolated approach, but rather as a vital complement to the structured ADDIE instructional design model. While ADDIE offers a systematic foundation—analysis, design, development, implementation, and evaluation—it often lacks explicit mechanisms for fostering dialogic reflection and learner autonomy (Molenda, 2003; Branch, 2009). Embedding action learning within the ADDIE process enhances its responsiveness and transformative potential by emphasizing authentic, context-based engagement and reflective practices. This alignment allows learners to internalize knowledge through situated tasks that mirror the complexities of tourism practice.

Empirical studies support this integration. For instance, Azanza et al. (2022) demonstrated that undergraduate tourism students involved in sustainable planning projects—guided by action learning—developed advanced communication and adaptive reasoning. Similarly, O'Connor (2021) highlighted the rising adoption of experiential pedagogies post-COVID-19, including project-based learning and reflective inquiry, underscoring action learning's practical relevance in contemporary tourism curricula.

Furthermore, when paired with reciprocal teaching strategies—summarizing, questioning, clarifying, and predicting (Palincsar & Brown, 1984)—the combination becomes a powerful driver of metacognitive development and student-led inquiry. These dialogic processes reinforce the reflective loop of action learning while embedding them within ADDIE's implementation and evaluation phases, thereby producing a comprehensive, student-centered learning environment.

In practice, the integration of ADDIE, action learning, and reciprocal teaching fosters a pedagogical environment that is both structured and flexible—supporting cognitive rigor, experiential immersion, and dialogic reflection. This model transcends conventional procedural approaches by cultivating esthetic sensitivity, ethical reasoning, and practical competencies essential for future tourism professionals. The study thus contributes not just an additive model, but a truly integrative framework for competency-based tourism education.

Reciprocal Teaching in Higher Education

Reciprocal teaching is a structured dialogic strategy designed to strengthen reading comprehension, critical thinking, and metacognitive skills through summarizing, questioning, clarifying, and predicting. Initially developed for literacy, it has since been widely applied in higher education to enhance collaboration and self-regulation (Rosenshine & Meister, 1994). Recent studies confirm its positive effects on comprehension, reflection, and engagement across diverse contexts (Mafarja & Zulnaidi, 2022; Mafarja et al., 2023).

In tourism and hospitality education, reciprocal teaching enables students to interpret interdisciplinary and cross-cultural materials, fostering intercultural awareness and global competencies (Holloway et al., 2023). Integrated with experiential and action learning, it supports inclusive, student-centered environments that cultivate both academic and professional growth.

2. RESEARCH METHOD

Instructional Design and Planning

Implemented over an 18-week semester with three instructional hours per week, this foundational course in tourism education was designed to facilitate transformative learning by integrating multiple pedagogical strategies grounded in student-centered principles. The course employed the ADDIE instructional design model and strategically embedded action learning and reciprocal teaching methods to cultivate both academic competencies and interpersonal soft skills.

To support continuous and multifaceted assessment, both quantitative and qualitative tools were utilized. A 4C competency rubric– assessing critical thinking, creativity, communication, and collaboration– served as the foundation for formative and summative evaluation. These measures aligned with the broader instructional goal of nurturing self-directed learning while developing five core tourism competencies: knowledge acquisition, esthetic sensitivity, imaginative thinking, communication, and expressive ability. Collectively, these competencies aimed to provide students with a scaffold for sustained academic engagement and professional readiness.

The course content was structured around five sequential learning objectives, each representing a specific developmental focus:

1) Knowledge Acquisition: Students critically engaged with local history texts, applying reciprocal teaching strategies– summarizing, questioning, clarifying, and predicting– to enhance comprehension and interpretive reasoning.
2) Esthetic Sensitivity: Through the creation and presentation of tourism-related materials rooted in personal experience, and guided by visiting instructors, students explored the affective and symbolic dimensions of tourism resources.
3) Imaginative Thinking: Students participated in guided readings of illustrated texts and conducted field visits to cultural and historic sites. These experiences were followed by reflective writing tasks to foster speculative thinking and contextual understanding.
4) Communication Skills: A series of story relay activities invited students to co-construct narratives using text and imagery, promoting dialogic interaction, clarity of expression, and collaborative learning.
5) Expressive Ability: As a culminating demonstration of learning, students synthesized insights from previous modules into oral, visual, or multimedia formats– affirming their growth across aesthetic, cognitive, and communicative domains.

Course Content and Unit Distribution

Aligned with the ADDIE framework, this course adopted a student-centered design integrating action learning and reciprocal teaching to enhance critical reflection, dialogic interaction, and experiential engagement. Instructional needs were assessed early, and learning objectives were systematically defined to address limitations of traditional lecture-based models.

The course was structured into five sequential units, each corresponding to a core tourism competency: (1) Knowledge Acquisition (Weeks 1–4), where students analyzed local historical texts using reciprocal teaching strategies to develop interpretive and inquiry skills; (2) Esthetic Sensitivity (Weeks 5–8), involving creative tasks and sensory exploration to foster reflective

awareness; (3) Imaginative Thinking (Weeks 9–12), where students engaged with tourism-themed picture books and field observations to connect imagination with place-based interpretation; (4) Communication Skills (Weeks 13–16), emphasizing collaborative narrative-building through a "story relay" activity combining text and image; and (5) Expressive Ability (Weeks 17–18), where students synthesized learning into oral, visual, or multimedia projects demonstrating personal insight and creative fluency(Figure 1).

Each unit was scaffolded to promote progressive skill development and recursive reflection. The structured progression from comprehension to expression enabled students to internalize knowledge through active, situated learning. The intentional alignment of instructional tasks with targeted competencies ensured pedagogical coherence and deepened student engagement, transforming foundational tourism knowledge into applied professional capabilities.
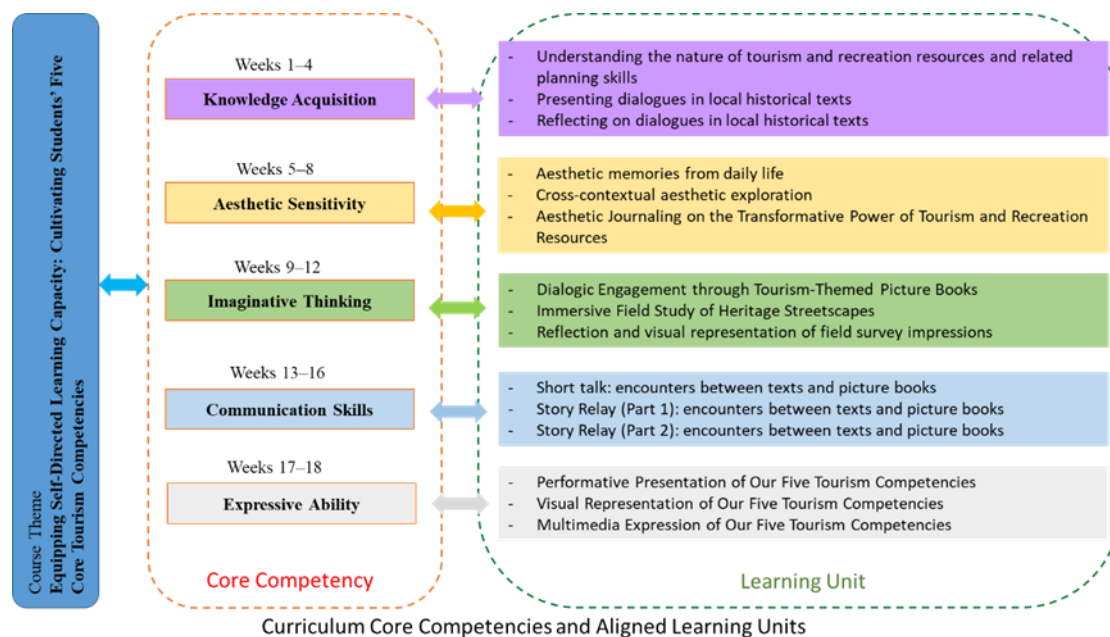

Figure 1. Core Competencies and Instructional Units in the Tourism and Recreation Resource Planning Course

Knowledge Transmission Pathways

To foster a student-centered learning environment, this course integrated reciprocal teaching and action learning as dual pedagogical foundations. The instructor shifted from a lecturer to a facilitator, guiding student-led inquiry through dialogic and reflective engagement (Figure 2).

Reciprocal teaching encouraged predictive reading, concept clarification, and critical questioning, creating a cooperative atmosphere that enhanced learner autonomy. In parallel, action learning emphasized reflective cycles—reflection-in-action and reflection-on-action—enabling students to evaluate experiences from multiple perspectives and apply insights in real-world contexts.

Classroom activities—such as problem-centered discussions, artistic expression, and structured journaling—were embedded within this dual framework to promote critical thinking, creativity, and ongoing reflection. These methods helped students internalize complex ideas by connecting theory with lived experience.

Experiential components, including heritage site visits and art exhibitions, grounded abstract tourism concepts in authentic settings. These immersive tasks deepened students' understanding of sociocultural narratives and strengthened their ability to interpret tourism resources meaningfully.

By aligning reciprocal teaching strategies and action learning dialogues with course tasks and experiential learning, the course established flexible yet structured knowledge transmission pathways. This design fostered autonomy, reflection, and contextualized competence development in tourism education.
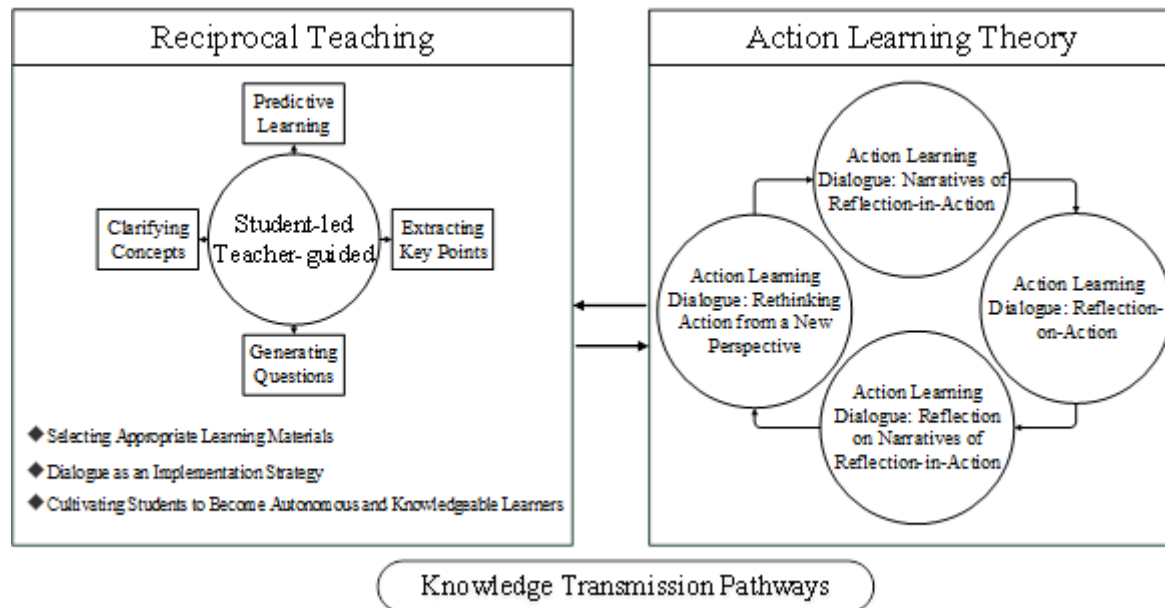

Figure 2. Knowledge Transmission Pathways in the Tourism and Recreation Resource Planning Course

Assessment of Student Learning Outcomes

A mixed-methods approach was adopted to assess the development of students' competencies throughout the course. Both quantitative and qualitative tools were employed to capture measurable improvements and deeper learning trajectories.

Quantitative Instruments
1) Pre- and post-course tests were used to evaluate students' progression across the five core tourism competencies: knowledge acquisition, esthetic sensitivity, imaginative thinking, communication skills, and expressive ability.
2) Analytic rubrics were applied to each instructional unit to assess domain-specific knowledge, skill performance, and expressive output.
3) Peer and self-assessment tools, including a teamwork value rubric, were integrated into collaborative learning tasks to measure students' interpersonal engagement and team contribution.

Qualitative Instruments
1) Reflective journals, field trip narratives, and student presentations were evaluated based on indicators of creativity, analytical depth, and expressive clarity.
2) Particular emphasis was placed on students' ability to demonstrate autonomy, critical reflection, and transformative engagement through the creative process.

These complementary instruments enabled a multidimensional evaluation of both cognitive gains and affective-motivational outcomes.

3. RESULTS AND DISCUSIONS

Learning Outcome Assessment

To assess student competency development, a 15-item rubric was designed to evaluate five learning domains: knowledge acquisition, esthetic sensitivity, imaginative thinking, communication, and expressive ability. Each item was scored using a 5- or 10-point Likert scale, with validation by domain experts ensuring high content validity and internal consistency (Cronbach's α = .902).

Table 1. Bidirectional evaluation rubric for the tourism and recreation resource planning course (N = 54)

Core Competency	Teaching Objective	Conceptual Understanding (M/SD)	Procedure Execution (M/SD)	Max Score
Knowledge acquisition	Understanding the nature of tourism and recreation resources and related planning skills	3.65/0.49	4.70/0.47	5
	Presenting dialogues in local historical texts	3.65/0.49	4.70/0.47	5
	Reflecting on dialogues in local historical texts	7.52/0.59	8.65/0.49	10
Aesthetic sensitivity	Remembering aesthetic experience in everyday life	3.65/0.48	4.87/0.34	5
	Cross-context aesthetic explorations	3.22/0.42	4.26/0.54	5
	Reflective notes on the aesthetic aspects of tourism and recreation resources	7.39/0.66	8.70/0.56	10
Imagination	Presenting dialogues in tourism-themed picture books	3.22/0.42	4.26/0.54	5
	Field survey of historical sites and old streets	3.52/0.51	4.43/0.59	5
	Reflection and visual representation of field survey impressions	7.33/0.63	8.67/0.55	10
Communi-cation	Short talk: encounters between texts and picture books	3.22/0.42	4.26/0.54	5
	Story Relay (Part 1): encounters between texts and picture books	3.22/0.42	4.26/0.54	5
	Story Relay (Part 2): encounters between texts and picture books	3.22/0.42	4.26/0.54	5
Expressive ability	Performing our tourism competency	7.26/0.62	8.65/0.57	10
	Illustrating our tourism competency	7.19/0.57	8.62/0.56	10
	Multimedia representation of our tourism competency	7.33/0.46	8.76/0.73	10

Pre- and post-course assessments revealed consistent improvements across all domains. Notable gains were observed in students' reflective abilities, critical interpretation, and expressive skills. For instance, tasks related to historical text reflection, esthetic journaling, field impression representation, story relay, and multimedia presentation all demonstrated substantial growth from conceptual understanding to procedural application.

These results validate the pedagogical model employed in this course, which integrated multimodal learning materials, reciprocal teaching, action learning strategies, and experiential tasks. The rubric findings confirm a shift from surface learning to transformative engagement, with students showing enhanced analytical thinking, creativity, and communication.

Overall, the outcome data provide strong empirical support for the course design's effectiveness in developing foundational tourism competencies, reinforcing the value of reflective, learner-centered, and competency-based approaches in higher education.

Qualitative Evaluation and Student Perceived Learning Value

Qualitative outcomes drawn from reflective journals, visual representations, and multimedia projects provided substantial insights into students' learning processes, personal engagement, and emerging competencies. Specifically, reflective journaling centered on the esthetic dimensions of tourism (as show in Appendix Figure 1), visual interpretations of the Siraya National Scenic Area (as show in Appendix Figure 2-3), and multimedia projects titled "Our Tourism Competency" revealed marked improvements in students' critical thinking, creative capacities, and autonomous learning practices (as show in Appendix Figure 4). Analysis of these qualitative data highlighted the depth of students' personal reflections and the effectiveness of integrative, reflective pedagogical strategies in cultivating a deeper, more transformative form of learning. Based on these findings, the course goals and instructional design underwent iterative refinements, underscoring the critical role qualitative feedback played in ongoing curriculum enhancement.

Complementing these qualitative findings, student feedback from mid-semester and final surveys further affirmed the course's perceived pedagogical value. Mid-semester responses revealed strong student appreciation (94.4%) for illustrated books and esthetic life modules. Furthermore, high satisfaction with instructor facilitation (92.6%) and overall course utility (94.4%) reinforced the effectiveness of the learner-centered instructional approach. End-of-semester survey results similarly demonstrated consistently positive perceptions: 92.6% of students positively endorsed the esthetic life activities and Siraya tourism resource explorations, with an equal percentage affirming satisfaction with instructor facilitation. Notably, 94.4% indicated that the course significantly enhanced their overall learning experience.

These integrated qualitative and survey findings underscore the critical importance of employing multimodal resources, reflective practices, and situated, place-based learning. Such instructional strategies effectively fostered student motivation, engagement, and perceived relevance, aligning closely with contemporary learner-centered and transformative educational frameworks.

Instructor Reflection

Classroom Observation and Project Origins
This course redesign emerged from a critical reflection on its previous lecture-based format, which relied heavily on text-dominant materials. Although efficient for content delivery, classroom observations revealed low student engagement—many appeared distracted or disengaged, suggesting a misalignment between teaching methods and learners' needs.

Drawing on Freire's (1970) concept of the "banking model of education," the instructor recognized that passive knowledge transmission hindered critical thinking and learner autonomy. With over a decade of teaching experience, the instructor reimagined their role as a facilitator, aiming to foster epistemic agency and dialogic participation.

The revised framework integrated principles of critical pedagogy and transformative learning. Students engaged with multimodal resources—picture books, historical texts, visual art, and videos—to disrupt linear narratives and prompt critical interpretation. Experiential tasks such as heritage site visits and gallery tours were framed as "disorienting dilemmas" (Mezirow, 1997), encouraging reflection on tourism aesthetics, cultural identity, and place meaning.

Classroom activities were redesigned to promote interaction, curiosity, and student co-construction of knowledge. Traditional lectures were minimized in favor of collaborative inquiry, artistic expression, and reflective journaling. Reading materials were paired with visuals and guided discussion, transforming them into accessible entry points for deeper learning.

This transformation aligned with findings in tourism education, which emphasize the benefits of multimedia and experiential learning for enhancing engagement and comprehension. Over time, students showed increased attentiveness, critical questioning, and collaborative behavior, actively applying concepts in projects and discussions.

Framed by Allwright's (1984) assertion that "teaching does not guarantee learning," the new design embraced curriculum justice by offering diverse entry points, validating student voices, and fostering an inclusive and reflective learning environment (Liyanage & Canagarajah, 2019).

Assessment followed learning-oriented principles, emphasizing formative feedback and student self-assessment to build autonomy and sustained motivation (Carless, 2007).

Instructional Design Principles
The implementation of this redesigned curriculum was guided by five interrelated instructional design principles rooted in learner-centered, dialogic, and experiential pedagogies:

1) Contextualized Learning Environments: Instructional activities were situated in authentic and meaningful contexts– such as heritage site visits, community-based storytelling, and arts-integrated projects– to bridge curricular content with students' lived experiences. This alignment fostered epistemic relevance and cultural resonance.
2) Dialogic and Collaborative Reflection: Dedicated "shared thinking time" was embedded into each module to encourage dialogic inquiry, peer-to-peer knowledge exchange, and collective sense-making. These moments served as incubators for critical thought and co-constructed understanding.

3) Active and Applied Learning: Prioritizing experiential engagement, the course emphasized hands-on application through situated tasks. Field-based explorations, multimodal creation, and interactive storytelling positioned students as active participants rather than passive recipients.
4) Competency Development through Authentic Challenges: The design introduced students to complex, real-world problems requiring the application of communication, resilience, and problem-solving skills. These challenges were not merely exercises in skill acquisition but were framed as opportunities for transformational learning.
5) Temporal Flexibility and Affective Support: Recognizing that deep learning unfolds over time, the course allowed space for reflection, error, and growth. Consistent feedback and instructor patience functioned as affective scaffolding, bolstering students' confidence, autonomy, and motivation.

These instructional commitments reinforced a broader pedagogical orientation aligned with critical and transformative learning theories. By fostering dialogic spaces, offering multimodal entry points, and validating students' voices, the curriculum functioned as a site of curriculum justice. Through these intentional design principles, the course aimed not only to cultivate the five core tourism competencies– knowledge acquisition, esthetic sensitivity, imaginative thinking, communication, and expressive ability– but also to reimagine what meaningful, inclusive, and sustaining learning in higher education can be.

Critical Reflection on Instructor Role Transformation
The shift from a traditional didactic role toward a facilitative teaching role posed considerable challenges that merit critical reflection. Transitioning from the role of a knowledge transmitter to a learning facilitator demands not only methodological adjustments but also a fundamental reconceptualization of instructor identity, classroom authority, and pedagogical relationships. This transition often involves relinquishing certain degrees of control and predictability in favor of more dialogic, emergent, and student-driven interactions.

4. CONCLUSIONS AND SUGGESTIONS

In this study, adopting reciprocal teaching and action learning required the instructor to continually balance between offering sufficient scaffolding for learner autonomy and maintaining meaningful guidance to ensure the integrity and depth of learning outcomes. Initial challenges encountered included managing students' expectations, especially those accustomed to passive learning environments who expressed uncertainty or anxiety about their newly expanded responsibilities. To navigate these challenges, clear and explicit communication regarding the purpose and expected benefits of the instructional shift proved crucial, as did incremental and well-structured opportunities for student autonomy, progressively building learner confidence and independence.

Furthermore, adopting a facilitator's role demanded significant pedagogical adaptability and reflective responsiveness. Rather than delivering predetermined content, the instructor was required to spontaneously engage with students' emerging questions, ideas, and misunderstandings. This responsive mode of teaching required enhanced attentiveness to students' contributions, adaptive questioning techniques, and an openness to learning directions diverging from original instructional plans. Such adaptability often posed tensions between planned curricular objectives and emergent learning trajectories, necessitating reflective flexibility and ongoing pedagogical judgment.

To address these pedagogical and professional tensions, structured reflection practices were systematically integrated into the instructor's teaching approach. Regular reflective journaling, peer observation, and formative feedback loops were employed as concrete strategies to monitor and evaluate the effectiveness of the facilitative approach continuously. These practices not only supported instructor self-awareness and professional growth but also provided a means to transparently negotiate evolving pedagogical roles with students, thereby fostering mutual understanding and shared pedagogical expectations.

Ultimately, critically reflecting upon the instructor's role transformation highlighted that the successful adoption of student-centered pedagogies is contingent not only upon methodological rigor but also on sustained reflexivity, pedagogical humility, and institutional support. Future pedagogical initiatives aiming to replicate or build upon this study's framework must therefore consider explicitly addressing these role-related tensions, providing dedicated professional development opportunities, and establishing institutional cultures conducive to pedagogical innovation and instructor empowerment.

Implications for Practice and Research

This study advances pedagogical innovation in tourism education by presenting an integrative instructional model that combines the ADDIE framework with action learning and reciprocal teaching. The model emphasizes a student-centered, dialogic, and multimodal approach, demonstrating how cross-contextual learning environments– such as site visits, visual texts, and collaborative reflection– can enhance undergraduate students' core tourism competencies, including knowledge acquisition, aesthetic sensitivity, imaginative thinking, communication, and expressive ability.

For teaching practitioners, the model offers a transferable and scalable framework for designing tourism curricula that prioritize reflective engagement and learner autonomy. It responds to growing calls for pedagogical approaches that transcend rote memorization and instead cultivate critical, creative, and relational capacities in students navigating an increasingly complex tourism landscape.

For researchers, this study contributes to emerging discussions on the role of esthetic and experiential learning in higher education. It opens promising pathways for future inquiry into how transformative learning theory, curriculum justice, and dialogic pedagogy intersect in tourism and hospitality programs. Furthermore, the course model invites critical exploration into how multimodal and place-based learning can foster epistemic agency and inclusivity in diverse learning contexts.

This study examined the implementation of a first-year undergraduate course– Tourism and Recreation Resource Planning– that integrated the ADDIE instructional model with action learning and reciprocal teaching. The course was structured around five core competencies central to tourism education: knowledge acquisition, aesthetic sensitivity, imaginative thinking, communication, and expressive ability. By leveraging multimodal resources, dialogic engagement, and experiential learning activities, the course sought to transition students from passive knowledge reception to active, reflective participation.

Findings indicate that traditional lecture-based approaches were insufficient in motivating students or facilitating deep conceptual understanding. In contrast, a restructured curriculum grounded in contextual responsiveness and pedagogical inclusivity significantly enhanced

student engagement, interpretive literacy, and practical skill development. Students not only demonstrated measurable gains in core competencies, but also expressed increased motivation and a greater sense of ownership over their learning trajectories.

Through iterative assessment and critical instructor reflection, the course design evolved to support sustained learner transformation. This study reinforces the pedagogical value of student-centered, dialogically structured, and contextually embedded approaches in higher education. In doing so, it contributes to broader efforts to reimagine tourism education as a site for transformative learning, epistemic agency, and curricular justice.

Limitations of the Study

Despite the significant outcomes achieved by integrating the ADDIE model, action learning, and reciprocal teaching strategies within this study, several limitations warrant acknowledgment, thereby guiding future research directions.

1) Sample Limitation: The study was limited to first-year undergraduate tourism students (N = 54) from a single university, which constrains the generalizability and transferability of the findings. Caution should be exercised when applying these results to students from other disciplines, academic levels, or cultural backgrounds.
2) Duration Limitation: The intervention was conducted over a single academic semester (18 weeks), `allowing observation of only short-term changes in learning outcomes and attitudes. The long-term impact on students' academic progression and sustained learning development remains unexplored.
3) Mixed-Methods Limitation: Although the study employed both quantitative and qualitative evaluation methods, the qualitative analysis lacked detailed descriptions of procedures such as thematic analysis and triangulation, potentially limiting interpretive depth and analytical rigor. Furthermore, interactive effects between instructional strategies, practical implementation factors (e.g., resource availability, instructor preparation, and administrative support), and their influence on broader scalability were not fully examined.

Recommendations

1) Practical Recommendations for Instruction: Course design should emphasize contextual relevance by linking content to local and real-world tourism settings to foster cultural sensitivity and engagement. Reflective and expressive capacities can be strengthened through journaling, dialogic discussions, and multimodal presentations, while diversified assessment strategies combining rubrics and qualitative feedback are essential to track progress and guide instructional refinement.
2) Future Curriculum Development: Future curricula should integrate interdisciplinary expertise from fields such as cultural studies and creative industries to enhance depth and applicability. Portfolio-based learning is also recommended to document students' progressive growth across the five tourism competencies.
3) Suggestions for Future Research: Research should expand in scope by including diverse student samples and cross-cultural comparisons to validate adaptability. Longitudinal designs can trace sustained learning impacts on academic and professional outcomes. Additionally, experimental studies examining the interplay of reciprocal teaching and action learning would clarify optimal integration. Finally, exploring practical challenges— including resource needs, faculty development, and institutional support—will provide operational guidelines for wider adoption.

These recommendations align with the course's emphasis on dialogic, experiential, and student-centered learning, while also offering pathways for curricular innovation and broader research applicability in tourism education.

This study offers both theoretical and practical contributions to the field of tourism education by proposing an integrative instructional model that combines the ADDIE design framework, action learning theory, and reciprocal teaching strategies. Theoretically, the research advances existing pedagogical literature by demonstrating how structured dialogic methods from reciprocal teaching can enrich the implementation and evaluation phases of the ADDIE model, thereby enhancing student engagement and metacognitive development. By embedding action learning principles within this framework, the study presents a coherent, learner-centered model that bridges conceptual gaps between instructional design theory and transformative learning practice.

Practically, this integrative approach provides a replicable curricular blueprint for tourism educators aiming to transition from lecture-based teaching toward more student-centered and competency-driven models. The research outlines clear steps for incorporating multimodal resources, dialogic practices, and experiential learning activities to foster meaningful engagement. Additionally, the study introduces a comprehensive assessment framework—using both quantitative rubrics and qualitative reflections—that can guide ongoing instructional refinement. These contributions not only enhance the immediate applicability of the model in diverse educational contexts but also offer educators concrete strategies to cultivate students' cognitive, creative, and communicative competencies essential for success in the dynamic tourism industry.

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