MINISTRY OF EDUCATION AND TRAINING

**LAC HONG UNIVERSITY**

**COURSE OUTLINE**

**<126077 – INTERNATIONAL TOURISM >**

## GENERAL INFORMATION

| Course name (Vietnamese): | Du lich quoc te |
| --- | --- |
| Course name (English): | International Tourism |
| Course ID: | 126077 |
| Types:  | Specialization |
| Faculty/Department: | Expertise – Guideline in Tourism |
| Main Lecturer: | Master Vu Duc CuongEmail: cuongvd@lhu.edu.vn |
| Lecturerparticipating in: | Master Phan Van HaiEmail: haipv@lhu.edu.vn Master Vu Duc Cuong Email: cuongvd@lhu.edu.vn |
| Number of credits: | 2 |
| Theory:  | 1 period |
| Practice:  | 0 periods |
| Exercise: | 1 period |
| Specialty: | Selective |
| Prerequisite course: | No |
| Previous course: | No |

1. **COURSE DESCRIPTION**

 This course helps students to understand and practice the concepts and processes related to international travel: organizing and conducting an international tourism program, international inbound, international outbound tourism, regulations in the field of entry and exit, customs, procedures for arrival and departure at an international airport/port, operations of airlines...

1. **COURSE LEARNING OUTCOMES**

**Table 1: Course Learning Outcomes (CLOs)**

| **Course Learning Outcomes (CLOs)** | **Course Learning Outcomes Content**  | **Bloom domain/Bloom level** | **Program Learning Outcomes PLOs/SOs/PIs (\*)** |
| --- | --- | --- | --- |
| CLO1 | Applying basic knowledge in international tourism along with process and related regulations to the operations and tourism services management. | Knowledge (3) | PI2.2 |
| CLO2 | Analyzing the process in business and organizing an international tourism program. | Knowledge (4) | PI3.2 |
| CLO3 | Establishing specialized skills specifically such as finding the market and cooperations, providers in international tourism and organizing an international tourism program. | Skills (4) | PI4.2 |
| CLO4 | Practicing study attitude and working positively, responsibly, knowing how to think logically in solving situations creatively and independently in international tourism. | Attitude (2) | PI7.1 |

1. **COURSE CONTENT, LESSON PLAN**

**Table 2: Course Content, Lesson Plan**

| **Week** | **Lesson/****Chapter**  | **Name/Chapter**  | **Lesson Learning Outcomes (LLO)** | **Lecture and Study activities** | **Teaching methods** | **Assessment methods** | **References (\*)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **Chapter 1** | Basic important features in the international tourism  | LLO1.1 | - Organizing international inbound and outbound tourism activities. (K3) | Lecturer introduces the course overview, regulations and study routes - Giving definitions, explanation. Questioning didactically about definitions of the international inbound and outbound tourism and related terminologies.- Giving the illustrative examples in order. + Dividing in groups, giving tasks.Students listen, observe and question.- Exchanging the comprehension of definitions.**Home study:** Students find the information about passports, visa, entry and exit procedure, customs | + Lecture (1)+ Didactic questioning (2)+ Discussion (13) | + Short form and multiple choice tests ‘1’+ Short form test ‘2’ | [1], [2] |
| **2** | **Chapter 1** | Procedures, regulations related to the international tourism | LLO1.2 | Differentiating passports, visa, entry and exit procedure, customs (K4) | **Lecturer** asks Students to search and list the types of passports, visas and specifications of each type; customs, health, checking, etc.**Students** discuss, answer and comment. **Lecturer** draws or presents the map of border gates, airports, teaches regulations, procedures related. - Asking Students share their experiences, find the illustrative examples **Students**  discuss, role-play, note, draw conclusions.- Finding the illustrative practical examples – sharing experiences **Home study:** Students find the information about the international airports and airlines. | + Lecture (1)+ Problem Solving (7) + Discussion (13)  | + Short form test ‘2’+ Essay ‘3’ | [1], [2] |
| **3** | **Chapter 1** | The basis of knowledge, regulations in air transportation | LLO1.2 | Considering how air operations and airlines operate. (A2) | **Lecturer** writes on board serial numbers, signs; asks Students to explain, for instance: BL779, QH259, LAX, LHR, CDG, CXR...- Explaining the categories of tickets, the types of tickets and the relevant rules of procedure, the policies of entitlement... information about a plane ticket, boarding pass.- Characteristics of low cost and traditional flights – Students are asked to find examples.- Features of transit flights, connections, subscribers... Lecturer illustrates with information and images.- Ways to organize, design an international airport. **Students**  discuss, play, note, draw conclusions- Finding the practical examples – sharing experiences**Home study:** Students find the information about the international inbound tourism program. | + Lecture (1)+ Problem Solving (7) + Discussion (13) | + Short form test ‘2’+ Essay ‘3’ | [1], [2] |
| **4** | **Chapter 2** | Business activities in operating the international inbound tourism program | LLO2.1 | - Exploring the business process in operating the international inbound tourism program (K4) | **Lecturer** asks Students to present the inbound tourism program prepared. **Students** present, comment on the characteristics of the tourism inbound program**Lecturer**explains how inbound tour operations operate: identify markets and partners, design appropriate tour chapters, deploy sales channels, and discount tour prices.+ Lecture (1): GDS, CRS, OTA, International Tourism Fair **Students**  discuss, carry out the stages according to Lecturer instructions. Report results, comment.- Grasping main ideas, summarizing the issues - Didactic questioning, critical thinking, debate**Home study:** Students find information about the international outbound tourism program. | + Lecture (1)+ Problem Solving (7) + Discussion (13) | + Short form and multiple choice tests ‘1’+ Case Studies ‘9’+ Presentations ‘8’ | [1], [2] |
| **5** | **Chapter 2** | Business activities in operating the international outbound tourism program | LLO2.2 | - Exploring the business process in operating the international inbound tourism program (K4) | **Lecturer** asks Students to present an outbound tourism program. **Students** present,comment on the characteristics of the tourism inbound program**Lecturer**explains how to operate the outbound tour business: identify markets and partners, design the appropriate tour chapter, deploy sales channels, and discount tour prices.**Students**  discuss, carry out the stages according to Lecturer instructions. Report results, comment. - Grasping main ideas, summarizing the issues - Didactic questioning, critical thinking, debate**Lecturer** analyzes the fundamental differences in tour operations inbound and outbound, instructs Students to follow by steps.**Students**  discuss in groups, follow the instructions of the lecturer, and report the results. Notes, summarize the issues**Home study:** Students find the information about Midterm revision. | + Lecture (1)+ Problem Solving (7) + Discussion (13) | + Short form and multiple choice tests ‘1’+ Case Studies ‘9’+ Presentations ‘8’ | [1], [2] |
| **6** | **Midterm revision** | Group presentations in the international inbound and outbound programs |  |  | Team work: + How to apply the learned methods to study.+ Discussing and writing.**Home study:** Students find information about tour organizers, tours for the international inbound tour groups. | + Case Studies (8)+ Discussion (13) | + Short form and multiple choice tests ‘1’+ Case Studies ‘9’+ Presentations ‘8’ | **[1], [2]** |
| **7** | **Chapter 3** | The International Inbound Tourism Program Guidance Organization  | LLO3.1 | Checking the process of organizing the international inbound guideline, the preparatory phase (K3) | **Lecturer**lists, analyzes the processes and part of the work in the organization of international inbound tourism guideline, asks and suggests the relevant processes.Asking Students to map the processes and discuss the constraints, suggest improvements.**Students**  answer questions, solve situations, note, grasp main ideas, summarize the issues. **Lecturer** have a proposal to let Students compare the organization of a tour guide for an inbound international tourist and another domestic tourist group and the similarity. **Students**  discuss, report results, comment.- Finding practical examples – sharing experiences.**Home study:** Students find the information about organizing tour, tours for international tourists arriving (inbound) | + Lecture (1)+ Didactic questioning (2)+ Case Studies (8) | + Short form and multiple choice tests ‘1’+ Essay ‘3’ | **[1], [2]** |
| **8** | **Chapter 3** | The International Inbound Tourism Program Guidance Organization | LLO3.2 | Organizing guideline methods, visiting the international inbound tourism program (K3) | **Lecturer** requires Students to perform the following tasks: reception, organizing dining, accommodation and tourism; organizing tourism.- Describe and explain the main stages of the organization: thoroughly standardize information about the crew, pick up at the port / airport, provide basic information of the destination, security issues, and cultural differences.**Students**  play on demand, note, make key opinions, summarize presentations, and find illustrative examples. **Home study:** Students find the information about organizing tour, tours for international tourists arriving (outbound) | + Lecture (1)+ Didactic questioning (2)+ Case Studies (8) | + Short form and multiple choice tests ‘1’+ Essay ‘3’ | **[1], [2]** |
| **9** | **Chapter 4** | The International Outbound Tourism Program Guidance Organization | LLO4.1 | Approaching the process of organizing the international outbound tourism program (S4) | **Lecturer**lists, analyzes the processes and part of the work in the organization of international outbound tourism guideline, asks and suggests the relevant processes. Asking Students to map the processes and discuss the constraints, suggest improvements.**Students**  answer questions, solve situations, note, grasp main ideas, summarize the issues. **Lecturer**suggests Students compare the organization of a tour guide for an inbound international tourist and an outbound tourist.**Students**  thảo luận, báo cáo kết quả, nêu nhận xét - Finding the practical examples – sharing experiences- Playing a role in implementing the requested situation; Students grasp the main idea, summarize it, and practice.**Home study:** Students find information about organizing tours, tours for international tourists arriving (outbound). | + Lecture (1)+ Problem Solving (7) + Case Studies (8) | + Short form and multiple choice tests ‘1’+ Presentations ‘8’ | **[1], [2]** |
| **10** | **Chapter 4** | The International Outbound Tourism Program Guidance Organization | LLO4.2 | Approaching skills: organizing the activities of tourism program, serving skills and customer services (S4) | **Lecturer** requests Students to perform the following tasks: reception of the tour chapter, delegation information, contact and information for guests, organization of meetings, provision of program information and destination notes.+ Asking Students to plan to receive guests, organize movements, eat, stay and tourism; prepare and check the necessary documents, security issues, cultural differences.**Students** play a role in implementing the requested situation; Students grasp the main idea, summarize it.Tìm ví dụ minh họa **Home study:** Read the references | + Lecture (1)+ Problem Solving (7) + Case Studies (8) | + Short form and multiple choice tests ‘1’+ Presentations ‘8’ | **[1], [2]** |
| **11** | **Chapter 4** | Problem Solving in tourism guideline activities. | LLO4.3 | - Practicing the ability of logical thinking in problem solving creatively, independently (A2) | **Lecturer**: + Giving situation, distributing tasks for each group.+ Didactically questioning for Students answer **Students**  discuss, grasp main ideas, and present self problem solving. |  + Case Studies (8)+ Discussion (13) | + Essay ‘3’+ Case Studies ‘9’ | **[1], [2]** |
| **12** | **Final exam revision** | * Revision
 |  |  | **Lecturer** provides the revision outline**Study in class**: listening to the explanations, questioning **Home study**: preparing the revision outline  | + Case Studies (8) | +Presentations ‘8’ + Essay ‘3’ | **[1], [2]** |

## MAPPING OF LESSON AND COURSE LEARNING OUTCOMES

**Table 3: Mapping of Lesson and Course Learning Outcomes**

| **Lesson/****Chapter** | **Lesson Learning Outcomes** | **Course Learning Outcomes** | **Evaluation Component** |
| --- | --- | --- | --- |
| **CLO1** | **CLO2** | **CLO3** | **CLO4** |
| Chapter 1 | LLO1.1 | X |  |  |  | A1, A2, A3 |
| LLO1.2 |  |  |  | X | A1, A2 |
| Chapter 2 | LLO2.1 |  | X |  |  | A1, A2, A3 |
| LLO2.2 |  | X |  |  | A1, A2, A3 |
| Chapter 3 | LLO3.1 | X |  |  |  | A1, A2, A3 |
| LLO3.2 | X |  |  |  | A1, A2, A3 |
| Chapter 4 | LLO4.1 |  |  | X |  | A1, A3 |
| LLO4.2 |  |  | X |  | A1, A3 |
| LLO4.3 |  |  |  | X | A1 |

1. **COURSE ASSESSMENT**

**Table 4: Course assessment**

| **Evaluation Component** | **Assessment** | **CLOs**  | **Percentage (%)**  |
| --- | --- | --- | --- |
| A1. Process | - Participating in lesson construction- Class exercises- Homework- Team work- Presentations | *CLO1, CLO2, CLO3, CLO4* | *30%* |
| A2. Midterm | - Test- Major assignment- Presentations | *CLO1, CLO2, CLO3, CLO4* | *30%* |
| A3. Final  | - Essay- Projects / Assignments | *CLO1, CLO2, CLO3* | *40%* |

## COURSE REQUIREMENTS AND EXPECTATIONS

 - Attendance: Obeying the regulations.

- Students have to read the given study documentation by the Lecturer Before every lesson on the online learning system (LMS - learn.lhu.edu.vn).

- Students who do homework on LMS, answer short questions and exercises; discuss contributing to the lesson will be given bonus marks for the Students ' process.

- Finishing given group discussions according to the Lecturer's regulations.

1. **STUDY REFERENCES**

 **8.1 Textbook**

1. Nguyen Thi Minh Ngoc, 2021. So tay huong dan vien du lich, NXB The thao va Du lich

2. Tong cuc du lich (2013), *Tieu chuan Ky nang nghe du lich Viet Nam (VTOS),
Nghiep vu huong dan du lich.*

 **8.2 References**

1. Lonely Planet Vietnam - Travel Guide 2023, NXB Lonely Planet Global Limited

2. Luat Xuat canh, nhap canh cua cong dan Viet Nam 2019

 Dong Nai, May 24th 2024

| **Head of Major/ Head of Faculty**(sign and write full name) |  | **Responsible Lecturer**(sign and write full name) |
| --- | --- | --- |