



XIII  
INTERNATIONAL  
TOURISM CONGRESS

REINVENTING TOURISM  
FOR UPCOMING CHALLENGES

27-29 OCTOBER 2021

ESTORIL - PORTUGAL

# BOOK OF ABSTRACTS





XIII  
INTERNATIONAL  
TOURISM CONGRESS

REINVENTING TOURISM  
FOR UPCOMING CHALLENGES

27-29 OCTOBER 2021

ESTORIL - PORTUGAL

# BOOK OF ABSTRACTS

THE CONTENT OF THE ABSTRACTS IS THE SOLE RESPONSIBILITY OF THE AUTHORS.  
ALL PAPERS WERE DOUBLE-BLIND PEER REVIEWED.



## EDITORIAL BOARD

### **Organising Committee of the XIII ITC**

Jorge Umbelino (Chairperson)

Manuela Guerra

Maria de Lurdes Calisto

Maria Teresa Costa

Mário Silva

Rita Peres

Susana Filipa Gonçalves

### **Online Edition**

ISBN 978-989-9066-04-5

### **Editing and Property**

ESHTE e CiTUR

**Year:** 2021

**URL:** [http://itc2021.eshte.pt/blog/wp-content/uploads/2021/12/XIII\\_ITC\\_Estoril\\_2021\\_Book\\_of\\_Abstracts.pdf](http://itc2021.eshte.pt/blog/wp-content/uploads/2021/12/XIII_ITC_Estoril_2021_Book_of_Abstracts.pdf)

**Design:** Rita Taborda Faria (ESHTE)

The XIII International Tourism Congress, this Book of Abstracts and the articles authored by CiTUR Members were supported by national funds, through the FCT – Foundation for Science and Technology, under the project UIDB/04470/2020 CiTUR.



## **Online communication and interaction during the COVID-19 pandemic: Perceptions of tourism higher education faculty and students**

**Ana Paiva**

*ampaiva@lead.uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Ana Runa**

*aruna@lead.uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Ana Loureiro**

*acloureiro@lead.uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Carlos Seco**

*cmsilva@lead.uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Elizabeth Mendes**

*elisabete.mendes@jportalegre.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Hugo Pereira**

*hugo.pereira.uab@gmail.com; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Inês Messias**

*imessias@lead.uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**João Paz**

*jpaz@lead.uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Lina Morgado**

*lina.morgado@uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Márcia Vieira**

*mfvieira@lead.uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Nuno R. Oliveira**

*nroliveira@lead.uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

**Paula Cardoso**

*pacardoso@lead.uab.pt; Laboratory of Distance Education & eLearning (LE@D), Portugal*

### **Structured Abstract**

**Purpose.** This proposal is part of an ongoing research and presents the results of the perceptions on online communication and interaction by students and faculty of Tourism undergraduate degrees, during the first period of confinement enforced by the Portuguese government as a consequence of the COVID-19 pandemic. The main objective of the general research was to understand how Higher Education faculty and students experienced the digital transition to emergency education and the pedagogical practices adopted during the period.



**Theoretical framework.** The study was conducted within the framework of online education, namely pedagogical practices regarding communication and interaction in online environments and how they have been undertaken in a context of Emergency Remote Teaching or emergency eLearning.

**Design/methodology/approach.** The research was based on a mixed methods approach and specific instruments were developed for data collection: a questionnaire was developed, aimed at students, and interviews aimed at both students and faculty, focusing on technological and pedagogical dimensions, as well as the assessment of the experience.

**Findings.** While the results here presented are preliminary, our findings show faculty resorted to several digital tools, and a variety of pedagogical strategies, with positive feedback on the teacher support, and student-teacher connection. However, participation and group activities suffered changes, depending on student's digital profile.

**Research, Practical & Social implications.** This study has practical implications in Tourism education in a post-Covid era.

**Originality/value.** Understand how Tourism education may incorporate more digital features, according to pedagogical practices suited to a quality online education.

**Keywords:** Tourism Studies; Emergency Remote Teaching; Distance Education; Online Pedagogical Practices; Online Learning.

#### **References:**

- Bozkurt, A. & Sharma, R. (2020). Emergency remote teaching in a time of global crisis due to Coronavirus pandemic. *Asian Journal of Distance Education*, 15(1), 1-6.
- Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, B., Burton, R. Magni, P., Lam, S. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. *Journal of Applied Learning & Teaching*, 3(1), 9-28.
- Murphy, M. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*, 41(3), 492-505.
- Watts, L. (2016). Synchronous and Asynchronous communication in distance learning: a review of literature. *The Quarterly Review of Distance Education*, Volume 17(1), pp. 23-32.
- Zimmerman, J. (2021, May 15). Coronavirus and the Great Online-Learning Experiment. *Chronicle of Higher Education*. <https://www.chronicle.com/article/coronavirus-and-the-great-online-learning-experiment/>