Online Learning Communication Flows: An Early Adopter Perspective

Dana V. Tesone

During the last five years of the 20th century, distance learning delivery methods became widely available in most academic disciplines, including those engaged in the delivery of hospitality and tourism management courses (Graham & Scarborough, 2001). These programs continue to expand and flourish during these first few years of the new millennium (Dwyer, 2000). One delivery format involves the use of networked computer telecommunications to create online learning environments (OLE). While the Internet boom that commenced in 1995 is responsible for the proliferation of Web-based programs, online academic delivery methods were in use in the late 1980s. Individuals engaged in OLE prior to 1995 are considered to be the "early adopters" of the methodology (Hiltz & Wellman, 1997).
Many of these early adopters, who possess first-hand knowledge of and experience with, OLE remain in practice at the current time. These individuals possess insights concerning the modern development and implementation of the communication flows associated with Web-based online learning. This article presents seven issues associated with the management of multi-directional communication flows used as part of modern Web-based course design and delivery.

KEYWORDS: Online learning, early adopter, Web-based learning

Technology and Change: A Longitudinal Case Study of Students' Perceptions of and Receptiveness to Technology Enhanced Teaching and Learning

Linda L. Lowry
Judy K. Flohr

The purpose of this longitudinal case study was to assess students' perceptions of and receptiveness to the technology enhanced pedagogy that they encountered in the introduction to tourism class as it was taught between 1995 and 2002 and determine if there were any perceived differences among instructional methods. Areas of assessment that were of particular importance for this study included: students' familiarity with, and use of, the Internet; students' receptiveness to student-centered, technology-enhanced teaching and learning; and students' receptiveness to the type of web based tools and pedagogy that were developed and utilized in this course. Results suggested that there were significant differences in students' responses among the semesters that were evaluated.

KEYWORDS: Technology-enhanced learning, student-centered learning, WebCT

A Comparison of Educational Delivery Techniques in a Foodservice Training Environment

Carl Behnke
Richard Ghiselli

This study examined the effectiveness of two educational delivery techniques via menu training. The techniques were lecture and computer-based, Internet delivered, self-directed learning. The sample consisted of undergraduate students from a major mid-western university (n = 77). Participants were randomly divided, given a pre-test followed by the designated treatment and a post-test. Data were analyzed using paired t-tests, and ANOVA. The survey instrument was checked for reliability using Cronbach's Alpha. Results indicate that there were no significant differences between the post-test scores. This suggests that this narrow application, either method would be effective in attaining the desired level of proficiency.

KEYWORDS: Computer-based education, educational technology, Internet

Augmenting Web-Based Instruction
A Case Study
Galen R. Collins

The purpose of this article is to describe a (NAU) pilot program for delivering courses to students at home and hospital satellite technologies. The NAU launched the pilot program in an effort to engage students in a multiple-classroom setting to enhance learning when it is delivered in a technology-based environment.

KEYWORDS: Web-based instruction

The Development and Implementation of Web-Based Programs in Hospitality/Tourism
Michael Brizek

According to the International (CHRIE), the growth of hospitality four-year degree programs over the last 25 years has been steady. In 2004, the hospitality industry had a 2.7% growth in revenue and is expected to continue growing. There are several tourism programs in the U.S. that offer similar programs.

KEYWORDS: Porter model

Using Subject Matter Experts to Enhance an Action Learning Approach
Kate Varini
Maggie Chen
James Holleran

A pilot project was launched in which an instructor used a subject matter expert (SME) knowledge for the benefit of reducing the assessment of the objectives. The project was designed to assess the effectiveness of an SME in a learning activity.

KEYWORDS: e-Learning, activity
Augmenting Web-Based Instruction with Satellite Video:
A Case Study
Galen R. Collins

The purpose of this article is to describe and evaluate the Northern Arizona University (NAU) pilot program for delivering training and continuing-education programs to students at homes and hospitality establishments using a combination of Internet and satellite technologies. The NAU School of Hotel and Restaurant Management (SHRM) launched the pilot program in the spring of 2000 to one hotel and three homes. This investigation used a multiple-case design. The results indicate that Web-based instruction is enhanced when it is augmented with delayed satellite broadcasts of instructor-led sessions.

KEYWORDS. Web-based instruction, satellite broadcasts, continuing-education programs.

The Development and Implementation of Satellite Educational Programs in Hospitality/Tourism Management: A Working Model
Michael Brizek

According to the International Council on Hotel Restaurant Institutional Education (CHRIE), the growth of hospitality and tourism programs offering two-year and four-year degrees is well over 1,400 institutions (Guide to College Programs in Hospitality, Tourism, & Culinary Arts, 2002). This paper will take the form of a working case study model which will go into detail of an actual operating satellite hospitality/tourism training program within the state of Maryland. Following an introduction to the satellite program, strategies in distance education will be discussed along with the future challenges facing such an endeavor. The paper will conclude with a challenge and focus to offer similar satellite/distance programs in other states within the U.S.

KEYWORDS. Porter model, distance education, CHRIE

Using Subject Matter Experts to Promote e-Learning at EHL:
An Action Learning Approach
Kate Varini
Maggie Chen
James Holleran

A pilot project was launched in order to spread internal awareness of e-Learning. It was demonstrated that, with a very limited amount of training, external subject matter expert (SME) knowledge could be delivered to students interactively and recorded for future viewing. The project aimed to develop a tool kit for teachers to use when considering course interventions with SME. The paper discusses the challenges of achieving the objectives of the project.

KEYWORDS. e-Learning, action-learning, subject matter expert knowledge (SME)
The Future's Future: Implications of Emerging Technology for Hospitality and Tourism Education Program Planning

Fred T. Hofstetter

We are living at an exciting time when technological dreams are coming true. Miniat urization and mass marketing are lowering the cost of owning computers that are increasing exponentially in power and speed. Better software is enabling people to become creators, as opposed to consumers, of content. The extensible markup language (XML) allows producers to separate content from style. Data mining can diagnose student learning patterns and address special needs at runtime. Open standards permit software and courseware systems to interoperate over the Internet. With proper planning, the field of hospitality and tourism education can connect its programs and services via the Internet and realize the great potential of XML Web Services.

KEYWORDS. XML, emerging technology, online learning

CALENDAR

ABOUT THE G

Brian Miller, EdD, is Assistant Professor of Hotel, Restaurant, and Institutional Management, USA.

Dr. Miller has been a leader in courses to the Internet and has used technology in undergraduate change Quarterly and the Journal of Hospitality. Dr. Miller has presented from a recent treatment to enhance undergraduate education of Syllabus, and WebCT.

Dr. Miller is author of "Introduction to the Hospitality Experience." Dr. Miller is currently teaching text as well as a "Franchising Services" course in Fall of 2004.

Fred DeMicco, PhD, is ARAMARK Department of Hotel, Restaurant and Institutional Management, Delaware. Formerly, he was Assistant Professor of Hotel, Restaurant and Recreation Management. DeMicco teaches courses in international food service management, with research interests in international strategic management. He has taught and conducted research in the Caribbean (including cruise ship in the last three years as an analyst for ARAMARK for the last three years in Athens).

He is on the Editorial Board of the Journal of Research, as well as author and co-author in the area of hospitality and tourism with James Keiser, Cihan Cobanoglu, and Sullivan, a textbook published by F...
Emerging Technology Program Planning

about the guest editors

Brian Miller, EdD, is Assistant Professor in the Department of Hotel, Restaurant, and Institutional Management at the University of Delaware, USA.

Dr. Miller has been a leader in moving undergraduate hospitality courses to the Internet and has successfully developed and taught seven hospitality and nutrition courses to well over 350 undergraduate students since 1999. Dr. Miller has published several articles regarding the use of technology in undergraduate classrooms in the Academic Exchange Quarterly and the Journal of Nutrition Education. Additionally, Dr. Miller has presented from a research in using web-based instruction to enhance undergraduate education at national conferences for CHRIE, Syllabus, and WebCT.

Dr. Miller is author of “Introduction to Hospitality: A Dynamic Experience.” Dr. Miller is currently working on a second edition of this text as well as a “Franchising Services” book that is due to be released in Fall of 2004.

Fred DeMicco, PhD, is ARAMARK Chair and Professor for the Department of Hotel, Restaurant and Institutional Management at the University of Delaware. Formerly, he was Associate Director in the School of Hotel, Restaurant and Recreation Management at Penn State University. Dr. DeMicco teaches courses in international management and strategy, food service management, with research in the areas of cost control, international strategic management and gerontology. Dr. DeMicco has taught and conducted research in Europe, Scandinavia, Australia and the Caribbean (including cruise ships). He has worked on projects with ARAMARK for the last three Summer Olympics (Atlanta, Australia and Athens).

He is on the Editorial Board of the Journal of Hospitality & Tourism Research, as well as author and co-author of more than 100 publications in the area of hospitality and tourism management. He has co-authored, with James Keiser, Cihan Cobanoglu with Robert N. Grimes and Jim Sullivan, a textbook published by Prentice-Hall entitled Contemporary
Management Theory: Controlling and Analyzing Costs in Foodservice Operations (5th edition). The book is used at approximately 100 CHRIE-affiliated universities and has been translated into Japanese. He is also a co-author with Dr. Marvin Cetron and Owen Davies on Hospitality 2010: Trends for the Hospitality Industry (due out in Summer 2004).

Distance learning on university campuses is rapidly expanding. Several key indicators validate this conclusion. For example, the United States Department of Education estimates that there were 3.9 million college students enrolled in distance education courses in 2001, doubling the number enrolled in 1996. Some institutions have found that most of these courses are used as part of a hybrid model and to communicate with students. In addition, distance learning has become an important component of higher education as well. The National Center for Education Statistics reports that the proportion of students enrolled in distance education courses has increased from 3% in 1995 to 5% in 2001.

As the Internet has become a big part of everyday life, more and more people are using it to access educational materials. In fact, many universities now have online courses available to the public. This has led to a significant increase in the number of students taking these courses. For example, the University of Phoenix has seen a 200% increase in enrollment over the past five years.

The Apollo Group, a publicly traded company headquartered in Phoenix, is the largest for-profit education provider in the United States. Comprised entirely of online universities, the company operates 10 institutions and serves more than 800,000 students. The University of Phoenix is the largest campus, with more than 160 campuses across the country. The company's distance-learning programs have grown at a rate of approximately 25% per year since 1994. Last year, the company reported revenues of $1 billion, up 20% from the previous year.
Foreword

Distance learning on university campuses is moving at “Acela” speed. Several key indicators validate this statement. First, a recent study released by the United States Department of Education (July 18, 2003) indicates that students were enrolled in 2.9 million college level distance learning courses in 2001, doubling the enrollment in 1998. The study also found that most of these courses use the Internet to deliver course content and to communicate with students. Second, the U.S. Distance Learning Association now has 4,000 members and includes public and private institutions of higher education as well as non-profit and for-profit organizations. Finally, Regional and National accreditation agencies now recognize many distance learning programs founded as for-profit organizations as well as those attached to established universities.

As the Internet has become a bigger part of how people live, work, and are entertained, educational activities appear to be the next natural frontier extension.

THE FLIGHT OF THE PHOENIX

The Apollo Group, a publicly traded company, owns the University of Phoenix. Comprised entirely of working adults (the minimum age is 23), the University of Phoenix is the largest private university system in the United States, with more than 160,000 students attending classes at 41 campuses. Factor in its distance-learning operation, and the University of Phoenix’s reach extends across the world.

Since going public in 1994, Apollo has an annual growth rate of roughly 25%. Last year, it had $1 billion in revenue—a 31% increase over 2001. Its distance-learning division claims nearly 60,000 students and an enrollment that’s increasing at a rate of about 60% a year. Critics accuse the University of Phoenix of commodifying education, turning a societal service into a market product. They dismiss the University of...
Phoenix as a “McUniversity,” where education is mass-produced at bland locations.

Today, the University of Phoenix’s main campus sits on a side road just off of Interstate 10. Three red-brick buildings, which house classrooms and administrative offices, centered on a courtyard with conifers. That’s it. There’s no Student Center, no fine-arts buildings, no athletics. The school offers undergraduate and graduate-degree programs in business, information technology, accounting, and marketing.

Since the inception of the University of Phoenix in 1976, they foresaw a growing demand for adult learning that was largely ignored by traditional brick and mortar universities. In 2002, more than half of all college students in the U.S. are older than the traditional student age of 18-22 years old. In 1989, the University of Phoenix saw that they could extend their reach to tens of thousands of additional students by putting their curriculum online.

**NUMBERS THAT STAND OUT!**

These numbers stand out: “160,000” and “30%.” The University of Phoenix has a student enrollment of 160,000, which is growing at 30% per annum. At that rate, in five years they will have nearly 600,000 students. That would make them the largest higher-education system in the world.

This special issue of *JTTT* looks at distance learning practices found in Hospitality Programs located on traditional college campuses. Many hospitality programs are attempting to elevate the quality of learning for all learners that are striving to acquire an undergraduate degree. The seven articles found in this issue provide us with a window into the future of the accelerating e-learning phenomenon.

Tesone starts this special edition of *JTTT* off with a perspective from an early adopter of online communication in undergraduate classes. He describes the challenges associated with the development and delivery of Web-based courses, which require multi-directional flow of communication. The explosion of Web-based courses offered has brought in many instructors who do not have the expertise or the time to develop online learning environments from scratch. However, the issues that prevailed in the past remain today. Appropriate consideration must be taken to ensure that the technology applied improves the pedagogy. The time that professors once spent writing code must now be spent in multilateral communication with students.

The next two articles present cut in hospitality undergraduate class findings from a longitudinal study. Their research, conducted over 7 years, changes that occurred in both the period. As students and the instructor using the Internet, the instructor had to deliver course content and manage.

Behnke and Ghiselli provide us with delivery techniques in a foodservice course content from a food laborat ered via the Internet, which students ever they chose. Using a quasi-selected students to receive menu-tery techniques and present their final.

The next three articles are fromences in extending their reach to nscription and evaluation of a pil University that used a combination to reach students that are unable to.

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The last of the case study article ducted by Varini, Chen, and Holler content experts from industry, they creating and delivering interactive scribing the rationale of using sub scribe and provide the reader a tem in other institutions from the lesson.

The final article in this special is for the use of technology in the hos dustry is vast and the use of te Hofstetter provides us with a glimpse nantly available that are being adap in undergraduate education. The markup language) provides educat
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STAND OUT!

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The next two articles present current research that is being conducted
in hospitality undergraduate classrooms. Lowry and Flohr present their
findings from a longitudinal study from the perspective of students.
Their research, conducted over 7 years in large-class settings, describes
changes that occurred in both the instructor and students over that time
period. As students and the instructor became more comfortable with
using the Internet, the instructor had to adjust the way WebCT was used
to deliver course content and manage the course.

Bennike and Ghiselli provide us with a comparison of educational de-
ivery techniques in a foodservice course. These researchers developed
course content from a food laboratory course so that it could be deliv-
ered via the Internet, which students could access whenever and where-
ever they chose. Using a quasi-experimental design, they randomly
selected students to receive menu-training materials in one of two deliv-
ery techniques and present their findings.

The next three articles are from contributors who share their experi-
ences in extending their reach to more students. Collins provides a de-
scription and evaluation of a pilot program from Northern Arizona
University that used a combination of Internet and satellite technologies
to reach students that are unable to come to campus to receive instruc-
ion.

Brizek describes the experiences of the University of Maryland East-
nern Shore to set up a satellite educational program that would meet the
needs of working professionals. Utilizing the Porter competitive clus-
tering model, this hospitality program was able to gain support from in-
dustry partners to extend their curriculum into an untapped demand for
continuing hospitality education.

The last of the case study articles is an international experience con-
ducted by Varini, Chen, and Holleran in Luasanne, Switzerland. Using
content experts from industry, they share the benefits and challenges of
creating and delivering interactive content to their students. After de-
scribing the rationale of using subject matter experts (SME), they de-
scribe and provide the reader a template to implement similar programs
in other institutions from the lessons they learned.

The final article in this special issue describes what the future holds
for the use of technology in the hospitality industry. The hospitality in-
dustry is vast and the use of technology is becoming ubiquitous.
Hofstetter provides us with a glimpse as to what technologies are cur-
rently available that are being adapted to the delivery of course content
in undergraduate education. The development of XML (extensible
markup language) provides educators the ability to search, store, and re-
trieve learning objects that can be repurposed for endless learning situations regardless of who or for what purpose they were originally created. This article brings us full circle and expands our imagination as to what is possible as we strive to improve our hospitality classrooms and expand our reach with the help of distance educational technologies.

We believe that the articles that are so generously shared with us by the contributors will help to expand our thinking in the use of Web-based technologies in our classrooms. As so aptly noted by the futurist Alan Toffler, "Illiteracy in the future will not be demonstrated by those who cannot read or write, but rather those who cannot learn, unlearn, and relearn." The educational enterprise is a brave new world; where do you want to be?

CHEERS!

Brian Miller
Fred DeMicco
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ARTICLES

Online Learning Comes of Age: An Early Adopter

Dana V. Tesone

ABSTRACT. During the last five years, learning delivery methods became disciplines, including those engaged in tourism management courses. Graduates of these programs continue to expand and flow into the new millennium (Dyrud, 2000). The use of networks and telecommunication environments (OLE) has allowed academic delivery methods to be conducted in multiple learning delivery methods. The authors, who possess first-hand knowledge of the methodology (Hiltz & Wellman, 1995), are committed to the methodology at the current time.