Est. 1841 | YORK ST JOHN UNIVERSITY

Paddison, Brendan (2026) Beyond employability: why tourism education matters. Journal of Teaching in Travel & Tourism, 26 (2). pp. 207-218.

Downloaded from: https://ray.yorksj.ac.uk/id/eprint/14719/

The version presented here may differ from the published version or version of record. If you intend to cite from the work you are advised to consult the publisher's version: https://doi.org/10.1080/15313220.2026.2656685

Research at York St John (RaY) is an institutional repository. It supports the principles of open access by making the research outputs of the University available in digital form. Copyright of the items stored in RaY reside with the authors and/or other copyright owners. Users may access full text items free of charge, and may download a copy for private study or non-commercial research. For further reuse terms, see licence terms governing individual outputs. Institutional Repositories Policy Statement

RaY

Research at the University of York St John

For more information please contact RaY at ray@yorksj.ac.uk

Beyond employability: why tourism education matters

Brendan Paddison

York Business School, York St John University, UK

Abstract

Tourism education matters not only because it prepares graduates for employment, but because it plays a formative role in shaping the values, assumptions, and decision-making frameworks that influence how tourism systems are understood, governed, and transformed. Tourism education is critical for cultivating systems thinking, ethical awareness, and sensitivity to social and spatial justice. This paper critiques the dominance of employability-driven motives within tourism education and suggests its reframing as a subject that focuses on purpose, ethics, and social and spatial justice. By situating tourism education as a critical space for systems thinking, ethical reflection, and engagement with power and inequality, the paper contributes to ongoing debates about the societal role of tourism education and its capacity to support sustainable and equitable tourism futures. The paper highlights the implications for tourism educators, curriculum design, and future research, calling for greater attention to justice-oriented dimensions within tourism education.

Introduction

Tourism is important. In 2025, the sector represented almost 10% of the global economy, worth US$11.6 trillion. Tourism supported 366 million jobs, with approximately 1 in 9 jobs globally in the sector (World Travel and Tourism Council, 2026). As evidenced, tourism is one of the world's most expansive and interconnected industries, influencing economic development, cultural exchange, and environmental trans-formation. In addition, tourism is increasingly associated with complex societal, cultural, and environmental challenges (Shin et al., 2026). Overtourism, the climate crisis, the availability and quality of tourism work, social inequality, and spatial dis-placement, continue to attract media, public, and scholarly attention (e.g., Higgins-Desbiolles et al., 2019; Paddison & Hall, 2024), highlighting the unsustainable nature of the current industrial models of tourism (Boluk, Paddison & Edelheim, 2022). At the same time, mobile workers, migrants, tourists, daytrippers, lifestyle nomads, travelers, and technological changes such as artificial intelligence, are challenging traditional notions of tourism. This has led to calls for more responsible, ethical and sustainable forms of tourism development, generating new kinds of values and models of exchange in the sector. This has, therefore,

prompted renewed scrutiny of how future tourism professionals are trained and educated (Dinan, 2025). However, despite these growing calls for transformation, tourism education policy has not shifted proportionately to reflect the scale, complexity, and the ethical demands now facing the industry.

It is within this context that tourism education becomes strategically important. Higher Education Institutions (HEIs) have a significant role in informing and shaping the knowledge, values, and decision-making frameworks of those who will manage, plan, lead, and influence tourism systems (Slocum et al., 2019). Tourism education plays a critical role in developing ethical awareness, critical thinking, and a systems-based understanding of tourism's social, cultural, environmental, and economic impacts. Through curricula, pedagogical approaches, assessment design, and institutional values, HEIs influence how graduates conceptualize tourism development, balance the often-competing interests of multiple and diverse stakeholders, and respond to complex societal and environmental concerns. Tourism education, therefore, actively shapes the paradigms through which tourism is imagined and enacted in practice (Tribe & Paddison, 2021).

Despite this significance, tourism education is often justified primarily through its contribution to employability and industry readiness. Tourism education has narrowed its focus to the transmission of disciplinary knowledge and vocational skills aligned with immediate labor-market demands (Tribe & Paddison, 2021). This has been driven by neoliberalism and managerialist discourses within Higher Education (HE), with academic programmes commonly evaluated by graduate employment outcomes, skills alignment, and vocational relevance (Benjamin et al., 2025; Giousmpasoglou & Pantelidis, 2025; Lee & Benjamin, 2023). While employability is important, this narrow focus risks reducing tourism education to technical training, prioritizing industry needs over long term social, cultural, environmental, and ethical concerns. It can also undervalue the broader pedagogical and societal functions of tourism education, particularly its role in shaping ethical reasoning, critical awareness, and understandings of justice within tourism systems. For Hayes (2020), graduates are therefore underprepared to participate in processes aimed at transforming tourism for the broader benefit of society.

Tribe and Paddison (2021) argue that tourism education should encourage reflexivity, systems thinking, and critical engagement with the structural impacts of tourism, including issues of power and inequality. By privileging employability and graduate outcomes, tourism education will reinforce

existing industry norms and structures, rather than equipping graduates to question, reshape, or transform existing tourism systems in response to evolving global challenges. It is within this context that the purpose of this paper is to reframe the importance of tourism education within contemporary debates on sustainability, ethics, and justice. This paper adopts a conceptual approach, drawing on established tourism education scholarship to argue for a justice and purpose-oriented reimagining of tourism education. In doing so, the paper seeks to develop an understanding around the means by which tourism has the capacity to create a better world by tackling important issues, such as social justice, corporate social responsibility, and sustainability. It is argued that tourism education matters because it plays a formative role in shaping the ethical, social, and spatial consequences of tourism, and that fore-grounding justice and purpose is essential to this role. This paper, therefore, contributes to tourism education scholarship by drawing attention to the need for social and spatial justice to be central themes of tourism curricula and pedagogy.

Tourism education

Research on tourism education tends to focus on the relevance of the curriculum, especially in the context of industry expectations, graduate attributes and employability, and the future of tourism (Airey, 2024; Chen et al., 2022; Tribe & Paddison, 2021; Xu, et al., 2022). Studies have also explored employer satisfaction with graduates, skills gaps, the perceived readiness of tourism graduates for professional roles (Fidgeon, 2010; Jiang & Alexakis, 2017), the evaluation of work-related learning and placements, and experiential pedagogies designed to enhance employability outcomes (Paddison & Mortimer, 2016; Walmsley et al., 2012). This body of work has been instrumental in establishing tourism as a legitimate and credible field of study within HE, particularly within a context where vocational relevance has been central to institutional and policy recognition driven by neoliberalism. Yet this consolidation has come at a conceptual cost. By privileging alignment with industry expectations, tourism education risks naturalizing existing tourism structures rather than interrogating them. Furthermore, this approach has supported curriculum development processes that ensure degree programmes remain responsive to employer expectations and the evolving needs of the sector, reinforcing the practical value of tourism degrees. However, this focus on skills alignment and workforce preparation has contributed to a framing of tourism education as the transmission of disciplinary knowledge and vocational skills aligned with immediate labor-market demands (Tribe & Paddison, 2021).

Researchers have questioned whether employability-focused curriculum adequately addresses the complexity of contemporary tourism (Eteiwy, 2020). Tourism is not a neutral economic activity, rather it is a socio-spatial practice embedded in power relations, governance structures, and uneven development processes (Tribe & Paddison, 2021). As a result, tourism education scholarship has gradually expanded to include concerns related to sustainability, ethics, critical thinking, and reflective practice. Yet, despite this expansion, tourism degree programmes tend to be valued based on economic priorities, which therefore continues to dominate many institutional and policy discourses surrounding tourism education (Edelheim, 2020). Broader educational purposes such as ethical agency, critical consciousness, and civic responsibility often remain secondary or implicit.

In 2002, Tribe introduced the concept of the *Philosophic Practitioner*, drawing inspiration from, and extending, Schön's (1983) notion of the Reflective Practitioner within the context of tourism. The Philosophic Practitioner articulated a vision of tourism education in which graduates are prepared not only to deliver efficient and effective services, but also to assume a role of stewardship in shaping the wider tourism world. Central to this framework was a call for students to move from being passive "world-takers" to active "world-changers." As the social, environmental, and ethical shortcomings of contemporary tourism become increasingly visible and urgent, this call has become more relevant than ever.

More recently, Tribe and Paddison (2021) revisit and extend Tribe's earlier concept of the Philosophic Practitioner in response to contemporary challenges facing tourism and tourism education. They recognize that tourism operates within increasingly complex systems characterized by environmental degradation, social inequality, ethical tension, and contested forms of development and, therefore, argue that tourism education must move beyond a predominantly instrumental focus on employability and technical competence and instead cultivate graduates who can engage critically, ethically, and responsibly with change. Central to this argument is the notion that tourism graduates are not merely industry operatives, but moral and political agents whose decisions shape tourism futures.

As tourism systems become increasingly complex and contested, the extent to which tourism education adequately prepares graduates not only to participate in the tourism workforce, but also to critically engage with, challenge, and shape tourism in socially responsible and ethically informed ways is a critical point. It is within this tension that calls for broader, more transformative approaches to tourism education emerge, with a reconsideration of the purpose of tourism education.

Reconsidering the purpose of tourism education

The prioritization of employability within tourism education reflects wider trends in higher education, where neoliberal and market-oriented factors increasingly shape curriculum design and degree programme evaluation (Fennell, 2022). In tourism, this has resulted in an emphasis on operational skills, managerial competencies, and service delivery capabilities aligned with industry needs. While such skills are undoubtedly valuable, an exclusive focus on employability risks limiting students' ability to engage critically with tourism's broader impacts and role within contemporary society. Tourism graduates are not merely service workers, they are future decision-makers and thought-leaders whose actions influence destination development, labor conditions, environmental management, and community wellbeing. This reflects wider processes of marketization in higher education that privilege measurable outputs and short-term economic returns, often constraining the space for critical, values-led educational approaches. Tourism education, therefore, matters because it provides a space for students to interrogate dominant assumptions about tourism growth, development and success.

Through engagement with theory, empirical research, critical reflection and reflexivity, tourism education can support systems thinking and seek to understand long term perspectives (Tribe & Paddison, 2021). These capacities enable graduates to understand tourism as a complex and contested system rather than a purely technical or economic one. These aims resonate with broader theories of transformative learning, which emphasize critical reflection and perspective change as central to education's societal role (Mezirow, 1997). However, transformative learning in tourism education remains under-theorized in relation to spatial justice and political economy. In this context, tourism education contributes not only to individual career trajectories but also to the future orientation of the tourism sector itself. Indeed, Tribe and Paddison (2021) call for critical tourism pedagogy argues for a move away from passive learning and the application of knowledge which is packaged in the curriculum and assessed to check that fixed learning objectives have been achieved (Paddison & Mortimer, 2016).

Purposeful tourism education emphasizes values-based pedagogical approaches that not only transmit knowledge and skills, but also cultivate the ethical orientations and capacities required of future world makers in tourism (Edelheim, Joppe & Flaherty, 2022). Purpose is not static, but intentional and emergent, shaped through ongoing processes of iterative learning and reflexive consideration of one's decisions, behaviors and choices (Hurst, 2014). In the context of tourism, purposeful tourism is concerned with

the creation of sustainable places to live, work, and visit, grounded in the co-creation of values with communities and oriented toward localization and societal wellbeing, rather than the pursuit of profit (Boluk, et al., 2022). Purposeful tourism is characterized by honesty, restraint, and ethical responsibility at both individual and organizational levels, emphasizing value creation beyond profit and critical reflection on tourism's transformative impacts on people, places, and the planet. For example, a for-purpose business strives to deliver more than just profit, often delivering social, cultural, economic, and environmental benefits because it is the right thing to do (Boluk, et al., 2022).

Tourism education is at the forefront of contemporary efforts to reimagine tourism in the face of accelerating environmental degradation, biodiversity loss, and the persistent marginalization of host communities affected by tourism development. Educators and practitioners have a responsibility to engage critically with these challenges and to consider how tourism education might contribute to more responsible forms of practice. It is within this context that the concept of purpose becomes particularly relevant. By focusing on purpose, tourism education has the potential to move beyond narrow instrumental objectives and instead facilitate forms of criticality and, where necessary, radicality that support transformative change toward tourism practices that are less harmful, more reflexive, and more socially and environmentally just.

Tourism education, social justice, and spatial justice

Tourism development raises important questions of social and spatial justice, shaping who benefits from tourism, who is impacted by its social, economic, and environmental activities, and whose voices are included or excluded in decision-making processes. Research has demonstrated that tourism can reproduce and intensify inequalities particularly through precarious and low-paid labor conditions, gendered and racialized divisions of work, cultural commodification, and exclusionary planning practices (Higgins-Desbiolles et al., 2019; Jamal & Camargo, 2014). Similarly, tourism development has been shown to marginalize host communities through unequal access to decision-making power, uneven distribution of benefits, and the prioritization of external investors over local interests (Higgins-Desbiolles, 2018). In this context, tourism education plays a critical role in preparing students to recognize and critically engage with the justice-related dimensions of tourism practice.

A social justice approach to tourism education encourages students to

move beyond a focus on the economic indicators of tourism success, such as visitor numbers or revenue generation, and instead examine issues of equity, inclusion, rights, politics, and power. This includes critical engagement with labor conditions, gendered and racialized inequalities, and the differentiated impacts of tourism across social groups and communities (Jamal & Camargo, 2014). Engagement with topics such as decent work, fair wages, community participation, and cultural representation enables students to question dominant narratives that frame tourism development as inherently beneficial or universally positive. This approach aligns with traditions of critical pedagogy that position education as a site of ethical and political engagement rather than neutral knowledge transmission (Freire, 2020). By foregrounding social justice perspectives, tourism education facilitates a more nuanced and ethically grounded understanding of tourism's uneven outcomes, encouraging students to reflect on who gains, who loses, and the wider implications.

Closely connected to social justice is the concept of spatial justice, which draws attention to how tourism reshapes space and redistributes access to land, housing, infrastructure, and public resources (Soja, 2010). Tourism development often privileges certain places, mobilities, and actors, while marginalizing local communities or transforming everyday spaces into commodified tourism zones. Research on overtourism, gentrification, and short-term rentals, for example, demonstrates how tourism can contribute to rising housing costs, displacement, and the erosion of local community identities in both urban and rural contexts (Novy & Colomb, 2016). Tourism is not merely an economic activity but a spatial practice that produces and reinforces inequalities across places and spaces.

Tourism education provides an important arena for examining how spatial injustices emerge through destination planning, urban regeneration, conservation, and global tourism flows. Integrating spatial justice into tourism curricula enables students to critically assess whose spaces are valued, whose mobility is facilitated, and whose everyday lives are disrupted by tourism development. For example, case studies that focus on contested destinations, protected areas, or community movements can help students understand the spatial consequences of tourism policies and investments (Tribe & Paddison, 2021). Such pedagogical approaches support the development of reflexive practitioners capable of navigating contested landscapes, mediating stakeholder conflict, and engaging responsibly with place-based inequalities.

By foregrounding social and spatial justice, tourism education extends its relevance well beyond employability and technical competences. It contributes to the development of ethically aware graduates who understand

tourism as a political and moral practice rather than a neutral or purely managerial industry. Therefore, tourism education matters not only for preparing future professionals to work within tourism systems, but for shaping their capacity to critically question, challenge, and contribute to more just and inclusive forms of tourism.

Values-led tourism education

The Tourism Education Futures Initiative (TEFI) provides a values-based framework through which these concerns can be pedagogically operationalized. In 2006, TEFI emerged as a response to growing concerns that tourism education had become narrowly focused on employability and industry-defined competencies, and therefore there was an urgent need to refocus curricula toward more ethical, responsible, and future-facing forms of practice (Sheldon et al., 2008). Developed by an international network of tourism scholars, TEFI sought to articulate a core set of values that could guide tourism education beyond employability and skills training, towards the development of graduates capable of contributing positively to society and the planet. Central to the TEFI framework are five interrelated values: ethics, stewardship, professionalism, knowledge, and mutual respect. Taken together, the TEFI values provide a coherent normative framework for rethinking the purpose of tourism education. Rather than positioning education as a neutral pipeline to employment, TEFI foregrounds the ethical, societal, and ecological responsibilities of tourism graduates. In doing so, it aligns closely with calls for purposeful, values-based, and justice-oriented tourism education that prepares students not only to work within tourism systems, but to critically engage with and transform them in pursuit of more sustainable and equitable tourism futures (Edelheim, 2020).

Importantly, TEFI does not reject employability but rather situates it within a broader conception of educational purpose. By foregrounding values alongside skills, the framework recognizes that tourism graduates will occupy positions that influence destination development, environmental management, and community wellbeing. As such, the ethical orientations and assumptions cultivated through education are as consequential as technical competence. TEFI provides a conceptual bridge between employability-focused agendas and more transformative approaches to tourism education, highlighting the limitations of purely instrumental framings while offering an alternative grounded in responsibility and care.

While TEFI has been influential in shaping scholarly debates around the

purpose and values of tourism education, evidence of systematic adoption within curriculum design, accreditation frameworks, and quality assurance processes remains to be seen, with TEFI often operating as a reference point rather than a guiding framework for programme development. As a result, its capacity to effect structural change within tourism education has been constrained by broader institutional priorities and regulatory environments. Moreover, while TEFI explicitly seeks to situate employability within a broader values-based conception of education, tensions persist between transformative educational aspirations and the continued dominance of employability-driven metrics within higher education. Performance indicators, student recruitment pressures, and industry-aligned accreditation requirements frequently prioritize short-term skills alignment over longer-term ethical, ecological, and societal considerations (Benjamin et al., 2025; Giousmpasoglou & Pantelidis, 2025; Lee & Benjamin, 2023). In this context, TEFI's values risk being incorporated symbolically rather than operationalized pedagogically, raising questions about the depth and durability of its influence. These challenges point to the structural conditions within which tourism education operates as previously outlined in this paper.

Within the contexts characterized by climate crisis, biodiversity loss, social inequality, and contested tourism development, the relevance of the TEFI values are arguably more important. Tourism education informed by a values-led framework is better positioned to support students in understanding tourism as a complex, relational, and political practice, and to prepare graduates not only to participate in existing tourism systems, but also to critically evaluate and reshape them (Edelheim, 2020). The TEFI values remain a valuable reference point for reasserting the importance of purpose, justice, and ethical responsibility within tourism education. The challenge facing tourism education, however, is not the absence of values-based frameworks, but the lack of mechanisms through which such frameworks can be meaningfully enacted within contemporary higher education systems. This creates a need to explore how values such as those articulated by TEFI can be translated into pedagogical practice, curriculum design, and institutional strategy in ways that move beyond aspiration toward durable educational change.

Implications for tourism education research and practice

While the case for justice and purpose-oriented tourism education is significant, it is important to acknowledge the structural constraints within which many tourism degree programmes operate. Neoliberal and market-

oriented higher education systems, performance and league table metrics, accreditation requirements, and student expectations continue to prioritize employability and measurable outcomes, often limiting curricular space for critical and transformative learning. Recognizing these tensions is essential if values-led approaches to tourism education are to be implemented meaningfully.

Reframing tourism education through the lenses of sustainability and justice has several implications for research and practice. For scholars, there is a need to move beyond outcome-based evaluations of tourism programmes and engage more deeply with conceptual questions concerning the purposes, values, and societal responsibilities of tourism education. This includes interrogating what kinds of tourism futures education seeks to enable, whose interests are prioritized within curricula, and how power, inequality, and responsibility are addressed in teaching and learning (Jamal & Camargo, 2014; Tribe, 2002).

For educators and curriculum designers, it is argued that the importance of integrating critical, social, and spatial justice perspectives throughout tourism programmes, rather than treating them as peripheral content, is necessary to make the case for the importance of tourism education. A sustainability and justice-focused framing invites tourism curriculum that foregrounds critical engagement with real-world tourism challenges, such as community displacement, labor precarity, climate change, and the uneven distribution of tourism activities. Pedagogical approaches such as experiential learning, reflective practice, and problem-based learning may be especially effective in supporting these aims. Indeed, as Tribe and Paddison (2021) argued, there is a need to reconceptualize tourism education so that it moves into new conceptual territory, creating possibilities for a shift from a predominantly world-taking and passive educational stance, towards a more active, world-changing orientation. In practice, this requires curriculum design that integrates this across learning outcomes, assessment strategies, and holistic programme design, rather than confining them to isolated modules or topics. This can be operationalized through core modules structured around real-world tourism controversies, assessments that examine the distributional impacts of tourism development, and reflective components that encourage students to interrogate their own positionality and assumptions.

Translating this reconceptualization into practice requires the aims of tourism pro-grammes to be explicitly reframed to include the development of graduates capable of contributing to social and systemic change, curricula that is enriched with learning activities that foreground critical engagement, ethical reflection, and change-oriented practice, and learning opportunities

that are facilitated through problem-based pedagogies that encourage students to work collaboratively on real-world tourism challenges. This might include problem-based learning centered on contested tourism developments, partnerships with community organizations and social enterprises, or assessment tasks that require students to critically evaluate policy decisions and propose alternative, more equitable models of tourism governance. Pedagogical approaches that emphasize reflexivity, dialogue, and experiential learning can further support students in recognizing their own positionality and responsibilities within tourism systems (Tribe & Paddison, 2021).

Finally, institutional and policy frameworks should recognize tourism education as a strategic lever for influencing the future direction of tourism development. Evaluation models that prioritize short-term employability outcomes risk constraining the broader educational contributions tourism programmes can make to sustainability and justice-oriented tourism practices. Programme evaluation could capture ethical reasoning, systems thinking, and civic engagement through assessment and review processes that move beyond narrow employment outcomes. For example, evaluation might consider the extent to which students demonstrate ethical judgment and reflexivity in assessed work, the ability to analyze tourism as a complex socio-ecological system within project-based or case-study assessments, and engagement with community, policy, or third-sector partners through applied learning activities. Such indicators would allow pro-grammes to evidence longer-term educational value, recognizing graduates' capacity to think critically, act responsibly, and contribute to more just and sustainable tourism futures. Taken together, these implications would support a more expansive and ethically grounded conception of tourism education that recognizes its role not only in preparing graduates for employment, but also in cultivating critical, reflective, and socially responsible practitioners capable of contributing to more sustainable and just tourism futures.

Conclusion

As tourism continues to confront global environmental, societal, and spatial challenges, the role of education becomes increasingly significant. Throughout this paper it has been argued that tourism education matters not only because it prepares students for employment within the tourism sector, but because it also plays a significant formative role in influencing how tourism systems are understood, governed, and transformed. Education influences the values, assumptions, and decision-making frameworks that future practitioners and thought-leaders bring to roles of planning,

management, leadership, and policy (Slocum et al., 2019; Tribe, 2002). Greater scholarly attention to the justice-oriented dimensions of tourism education is essential. Strengthening these dimensions may enhance the capacity of tourism education to contribute meaningfully to more responsible and equitable tourism futures. By reframing tourism education as a space for systems thinking, ethical reflection, and critical engagement with social, environmental, ethical, and spatial inequalities, this paper contributes to ongoing debates within tourism education scholarship concerning the purpose and responsibility of higher education in tourism.

In a context where tourism contributes simultaneously to economic development, environmental degradation, social inequality, and contested forms of mobility, the ways in which tourism is taught have substantial consequences beyond the classroom. This is why tourism education is important. Pedagogical approaches that foreground systems thinking, ethical reflection, and critical engagement with social, cultural, political, and spatial inequalities enable students to recognize tourism as a complex socio-political phenomenon rather than a value-free industry (Jamal & Camargo, 2014; Tribe & Paddison, 2021). Examples include curricula that engages students in analyzing contested tourism developments, assessing uneven distributions of costs and benefits, or working collaboratively with communities and social enterprises to explore alternative tourism futures (Higgins-Desbiolles, 2018; Moscardo, 2015).

As tourism continues to deal with increasing global environmental, social, and spatial challenges, including climate change, labor precarity, uneven development, and questions of justice and representation, the role of education becomes increasingly significant. Scholars have argued that tourism education shapes not only professional competence, but also ethical agency, critical consciousness, and a capacity for responsible action (Pritchard et al., 2011). It is within this context that tourism education matters as it influences whether graduates are equipped merely to participate in existing tourism systems or to question, reshape, and transform them in pursuit of more sustainable and equitable outcomes. Greater scholarly attention to the justice-oriented dimensions of tourism education is therefore essential. Strengthening these dimensions may enhance the capacity of tourism education to contribute meaningfully to more responsible and socially just tourism futures, reinforcing its importance not only to industry but to society more generally (Higgins-Desbiolles et al., 2019; Jamal et al., 2013). Tourism education really does matter, not just as a pathway to employment, but as a critical means through which the values, responsibilities, and capacities required to engage with tourism's most pressing global challenges are

cultivated and applied.

References

Airey, D. (2024). Fifty years of tourism education in Annals. *Annals of Tourism Research*, *104*, 103689. https://doi.org/10.1016/j.annals.2023.103689

Benjamin, S., Lee, K. S., & Boluk, K. (2025). Shit has to change, right? A call for "good trouble" in tourism. *Journal of Travel Research*, *64*(4), 1016–1024. https://doi.org/10.1177/ 00472875241276542

Boluk, K. A., Herzog, C., Åberg, K. G., & Freund, D. (2022). Re-purposing tourism: Engaging our radical in tourism education. *Journal of Teaching in Travel & Tourism*, *22*(1), 1–5. https://doi.org/10.1080/ 15313220.2022.2030851

Boluk, K. A., Paddison, B., & Edelheim, J. (2022). A collective memory work reflection on planning and pivoting to a virtual TEFI11 conference. *Journal of Teaching in Travel & Tourism*, *22*(1), 90–103. https://doi.org/10.1080/15313220.2022.2029669

Chen, M., Pei, T., Jeronen, E., Wang, Z., & Xu, L. (2022). Teaching and learning methods for promoting sustainability in tourism education. *Sustainability*, *14*(21), 14592. https://doi.org/10.3390/ su142114592

Dinan, R. (2025). Curriculum development in hospitality and tourism education: A review of literature. *Current Issues in Hospitality and Tourism Education (CIHOSTE)*, *1*(1), 1–15.

Edelheim, J. (2020). How should tourism education values be transformed after 2020? *Tourism Geographies*, *22*(3), 547–554. https://doi.org/10.1080/14616688.2020.1760927

Edelheim, J., Joppe, M., & Flaherty, J. (Eds.). (2022). *Teaching tourism: Innovative, values-based learning experiences for transformative practices*. Edward Elgar Publishing.

Eteiwy, K. (2020). Higher education, employability and future managers: The case of tourism management undergraduates in the UK [Doctoral dissertation, University of Greenwich].

Fennell, D. A. (2022). The tourism knowledge translation framework: Bridging the canyon between theory and practice. *Current Issues in Tourism*, *25*(5), 674–691. https://doi.org/10.1080/13683500. 2021.1887099

Fidgeon, P. R. (2010). Tourism education and curriculum design: A time for consolidation and review? *Tourism Management*, *31*(6), 699–723.

https://doi.org/10.1016/j.tourman.2010.05.019 Freire, P. (2020). Pedagogy of the oppressed. In *Toward a sociology of education* (pp. 374–386). Routledge.

Giousmpasoglou, C., & Pantelidis, I. (2025). The contemporary hospitality education challenges: The educators' perspective. *Journal of Hospitality, Leisure, Sport, & Tourism Education*, *37*, 100581.

https://doi.org/10.1016/j.jhlste.2025.100581
Hayes, S. P. (2020). A critical analysis of tourism taught master's education [(Doctoral dissertation].
University of Otago).
Higgins-Desbiolles, F. (2018). The potential for justice through tourism. *Via. Tourism Review*, (13). https://doi.org/10.4000/viatourism.2469
Higgins-Desbiolles, F., Carnicelli, S., Krolikowski, C., Wijesinghe, G., & Boluk, K. (2019). Degrowing tourism: Rethinking tourism. *Journal of Sustainable Tourism*, *27*(12), 1926–1944. https://doi.org/ 10.1080/09669582.2019.1601732
Hurst, A. (2014). *The purpose economy: How your desire for impact, personal growth and community is changing the world*. Elevate Publishing.
Jamal, T., & Camargo, B. A. (2014). Sustainable tourism, justice and an ethic of care: Toward the just destination. *Journal of Sustainable Tourism*, *22*(1), 11–30. https://doi.org/10.1080/09669582.2013. 786084
Jamal, T., Camargo, B. A., & Wilson, E. (2013). Critical omissions and new directions for sustainable tourism: A situated macro-micro approach. *Sustainability*, *5*(11), 4594–4613. https://doi.org/10. 3390/su5114594
Jiang, L., & Alexakis, G. (2017). Comparing students' and managers' perceptions of essential entry-level management competencies in the hospitality industry: An empirical study. *Journal of Hospitality, Leisure, Sport, & Tourism Education*, *20*, 32–46. https://doi.org/10.1016/j.jhlste.2017. 01.001
Lee, K. S., & Benjamin, S. (2023). The death of tourism scholarship. . . unless. *Annals of Tourism*
Research, *98*, 103520. https://doi.org/10.1016/j.annals.2022.103520
Mezirow, J. (1997). Transformation theory out of context. *Adult Education Quarterly*, *48*(1), 60–62. https://doi.org/10.1177/074171369704800105
Moscardo, G. (2015). The importance of education for sustainability in tourism. In *Education for sustainability in tourism: A handbook of processes, resources, and strategies* (pp. 1–21). Springer Berlin Heidelberg.
Novy, J., & Colomb, C. (2016). Urban tourism and its discontents: An introduction. In *Protest and resistance in the tourist city* (pp. 15–44). Routledge.
Novy, J., & Colomb, C. (2016). Urban tourism and its discontents: An introduction. In *Protest and resistance in the tourist city* (pp. 15–44). Routledge.
Paddison, B., & Hall, J. (2024). Regenerative tourism development as a response to crisis: Harnessing practise-led approaches. *Tourism Geographies*, 1–18. https://doi.org/10.1080/14616688.2024. 2381071
Paddison, B., & Mortimer, C. (2016). Authenticating the learning environment. *Journal of Teaching in Travel & Tourism*, *16*(4), 331–350. https://doi.org/10.1080/15313220.2016.1245121

Pritchard, A., Morgan, N., & Ateljevic, I. (2011). Hopeful tourism: A new transformative perspective.
Annals of Tourism Research, *38*(3), 941–963. https://doi.org/10.1016/j.annals.2011.01.004 Schön, D. A. (1983). *The reflective practitioner*. Temple Smith.

Sheldon, P., Fesenmaier, D., Woeber, K., Cooper, C., & Antonioli, M. (2008). Tourism education futures, 2010-2030. Building the capacity to lead. *Journal of Teaching in Travel & Tourism*, *7*(3), 61–68. https://doi.org/10.1080/15313220801909445

Shin, H., Jo, Y., Lee, S., Park, J., Cho, J., & Kim, H. (2026). ESG for sustainability in hospitality and tourism: A theoretical and practical review with a future research agenda. *Journal of Travel Research*, *65*(1), 3–36. https://doi.org/10.1177/00472875251363629

Slocum, S. L., Dimitrov, D. Y., & Webb, K. (2019). The impact of neoliberalism on higher education tourism programs: Meeting the 2030 sustainable development goals with the next generation. *Tourism Management Perspectives*, *30*, 33–42. https://doi.org/10.1016/j.tmp.2019.01.004

Soja, E. W. (2010). *Seeking spatial justice (globalization and community series)*. University of Minnesota Press.

Tribe, J. (2002). The philosophic practitioner. *Annals of Tourism Research*, *29*(2), 338–357. https://doi. org/10.1016/S0160-7383(01)00038-X

Tribe, J., & Paddison, B. (2021). Degrees of change: Activating philosophic practitioners. *Annals of Tourism Research*, *91*, 103290. https://doi.org/10.1016/j.annals.2021.103290

Walmsley, A., Thomas, R., & Jameson, S. (2012). Internships in SMEs and career intentions. *Journal of Education and Work*, *25*(2), 185–204. https://doi.org/10.1080/13639080.2011.573774

World Travel and Tourism Council. (2026). *Economic impact of tourism*. Retrieved February 7, 2026, from https://wttc.org/research/economic-impact

Xu, J., Tavitiyaman, P., Kim, H. J., & Lo, S. K. J. (2022). Hospitality and tourism higher education in the post-COVID era: Is it time to change?. *Journal of Hospitality & Tourism Education*, *34*(4), 278–290.