

## **Tourism Education at Four-year University in Japan**

: Research on curriculum development and design

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# **Tourism Education at Four-year Universities in Japan**

## **-Research on curriculum development and design-**

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### **Abstract**

The movement to establish Tourism Education in universities and research institutes in Japan gained momentum in 1964, and beginning with Rikkyo University in Tokyo, a total of eight universities have established departments of Tourism Education since 1966. Thus, Tourism Education at four-year universities in Japan has some thirty years of history, and it has become increasingly popular in recent years.

Isamu Maeda (1990) clarified fundamental issues and pointed out some difficult issues facing Tourism Education. Similarly, Nobuyuki Okamoto (1996) and Katsumi Yasumura (1997) pointed out other characteristics of the curriculum designs of established Tourism Departments. The above issues need to be clarified and solved in order to establish effective academic Tourism Education at four-year universities in Japan.

This study attempts to grasp the status quo of Tourism Education at four-year universities in Japan and to clarify issues of curriculum development. It was found that in the existing curriculums of eight Tourism Departments in Japan. All courses were classified into three major components. Most teachers in Tourism Education apply Social Science methodology in their research.

Systematic curriculum development for Tourism Science as an Applied Science is called for now. New perspectives on Tourism Education are expected as more researchers and scholars with backgrounds in Human Science and Natural Science as well as Social Science enter this field. And in order to improve Tourism Education in Japan, further refined study of curriculum is needed.

### **CONTENTS**

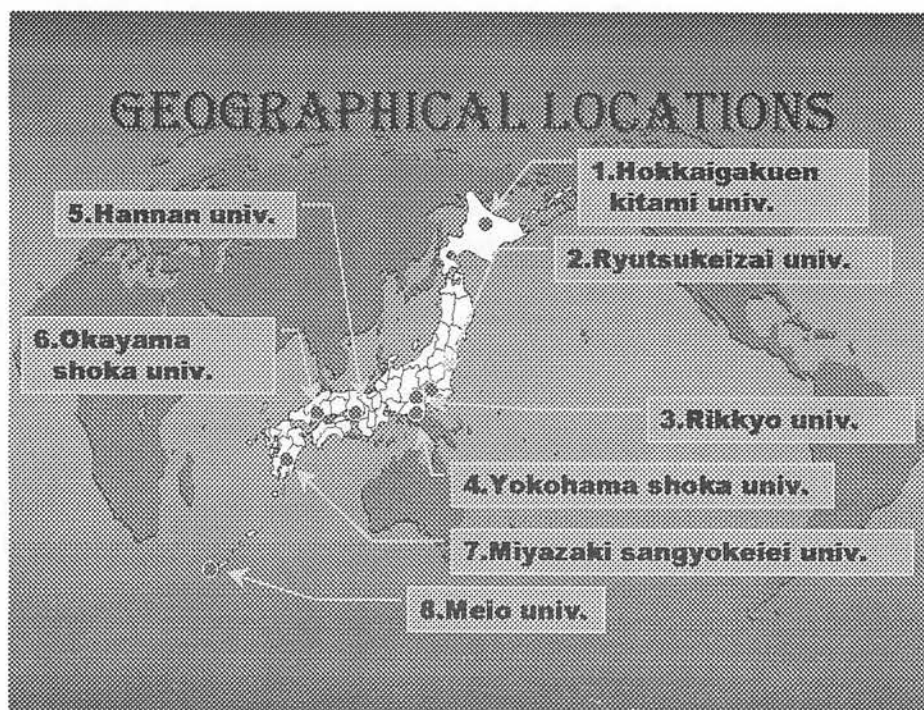
- 1.OBJECTIVES**
- 2.PROCEDURES**
- 3.RESULTS**
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- 5.REFLECTION ON OUR STUDY AND PERSPECTIVE**

The title of our presentation is "Tourism Education at Universities in Japan: Research on curriculum development and design". This research was conducted by five researchers. In this presentation, we will describe the objectives, procedures and the results of our study and discuss issues of curriculum development in Japan.

## 1.OBJECTIVES

The objectives of this study were to understand the present situation of Tourism Education at universities in Japan and to clarify issues of curriculum development. Identifying the curriculum of eight tourism departments in Japan. Analyzing their designs for similarities and unique aspects. Identifying and clarifying the specialized fields of individual teachers.

**FIGURE 1**



## 2.PROCEDURES

As for the procedures, first of all, we identified the curriculum of eight Tourism Departments in Japan. Then we

analyzed their designs for similarities and unique aspects. We also identified and clarified the specialized fields of individual teachers to clarify issues of curriculum development. All the information we gathered is based on catalogs from each institution and on the membership list of the Japanese Institute of Tourism Research.

FIGURE 1 shows the geographical locations of the eight universities which have tourism departments. And TABLE 1 shows the outline of eight tourism departments.

OUTLINE OF 8 TOURISM DEPARTMENTS					
	University	Faculty	Department	Capacity	Establishment
1	Hokkai	Commerce	Tourism Industry	100	1994
2	Ryutsu	Sociology	Tourism	120	1992
3	Rikkyo	Sociology	Tourism	130	1967
4	Yokohama	Commerce	Trade & Tourism	80	1974
5	Hannan	International Communication	International Tourism	95	1997
6	Okayama	Commerce	International Tourism	100	1997
7	Miyazaki	Economics	Economics & Tourism	200	1991
8	Meio	International Relations	Tourism Industry	110	1994

TABLE 1

From 1967, Rikkyo University started tourism education. Faculty of Sociology, Department of Tourism which has one hundred thirty yearly enrollment capacity . 1974, Yokohamashoka University established department of trade and tourism. This is a hybrid department which belongs to a faculty of commerce. Until 1990's, we do not have a new department of tourism . 1991, 1992 two universities established tourism departments, Miyazakisangyokeiei university had a department of economics and tourism, Ryutsukeizai university started tourism education with mainly a sociological point of view. And 1997, Hannan, Okayamashoka established each department of

tourism, named International tourism. Miyazaki's annual enrollment capacity is maximum, on the other hand, Yokohama's annual enrollment capacity is minimum.

3.RESULTS

Now let me describe our findings on the similarities and the unique aspects in terms of 1) structure of curriculum 2) ratio of credits in Specialized Courses to total credits for graduation 3) ratio of required credits to credits offered among Specialized Courses 4) educational domains and contents, and 5) research areas and methodologies of teachers.

FIGURE 2

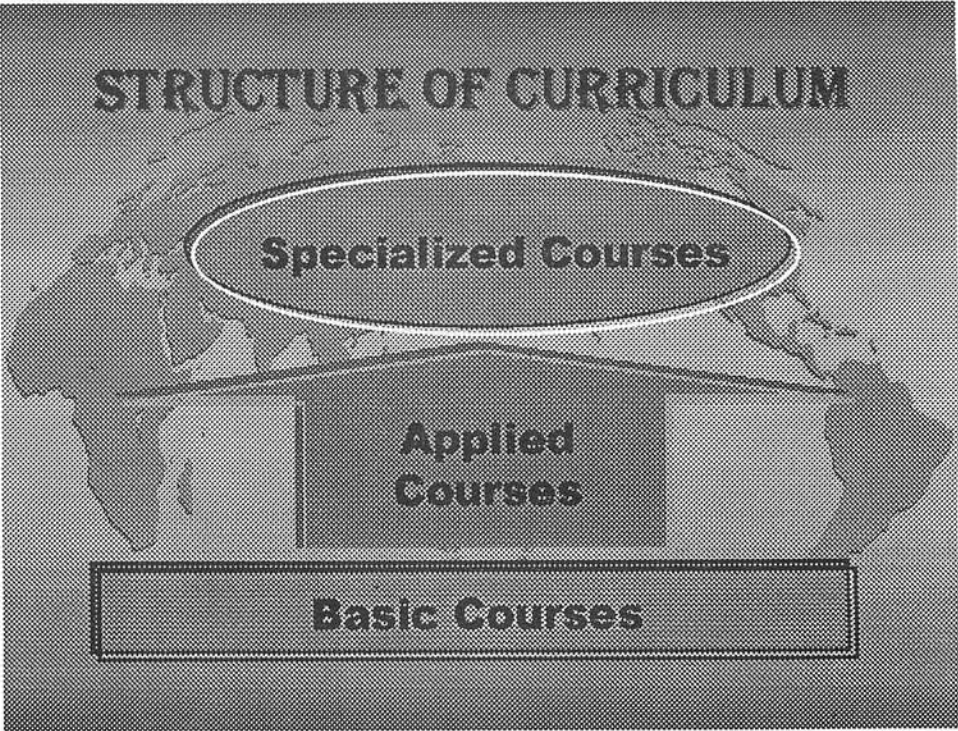


FIGURE 2 shows the structure of the curriculum in tourism education based on courses in eight departments. The number next to the course name indicates the number of institutions which offer each course. All courses are classified into three major components: Basic Courses, Applied Courses and Specialized Courses.



Basic Courses include courses in Commerce, Sociology, Foreign Languages and Economics. (FIGURE 3)

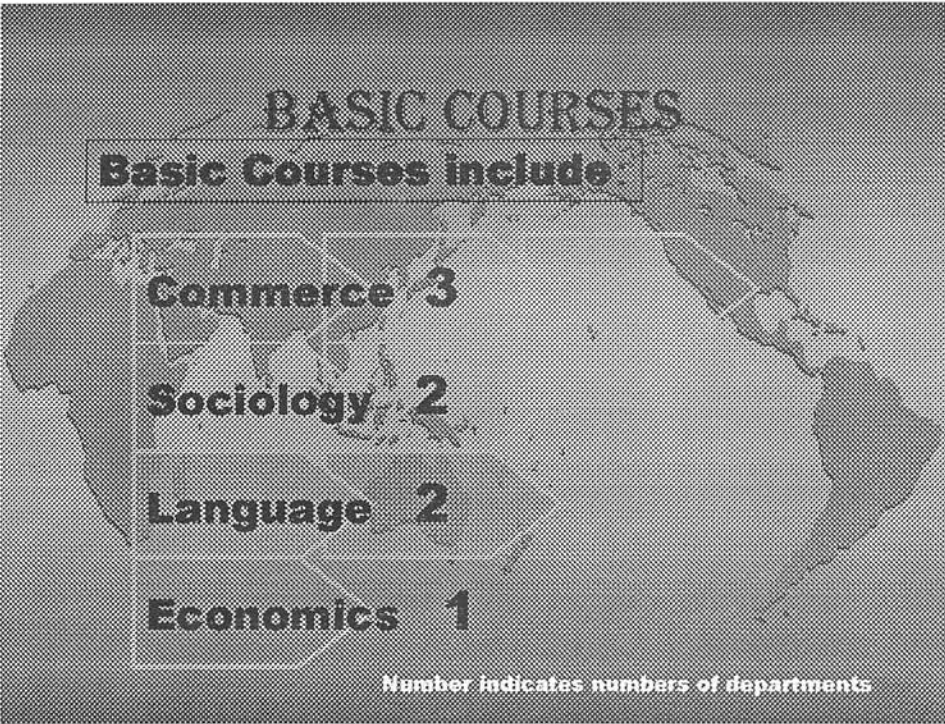


FIGURE 3

Applied Courses include courses in the field of Applied Science such as Geographical Theory Applied to Tourism. Seven departments offer Geographical Theory Applied to Tourism course as an applied course. Including Geographical Theory Applied to Tourism, Four theories applied to tourism are found in



TABLE 2

applied courses. (TABLE 2)

Various specialized courses are offered as Specialized Courses after completing Basic and Applied Courses. The unique aspects of each curriculum are the core courses offered in each Tourism Department. As specialized courses, seven departments offer Generalities of Tourism, The language of Tourism in English, Computer-Based Information Systems and six departments offer Introduction to Travel Industry and Tourism-related Law and Regulations. (TABLE 3)

TABLE 3

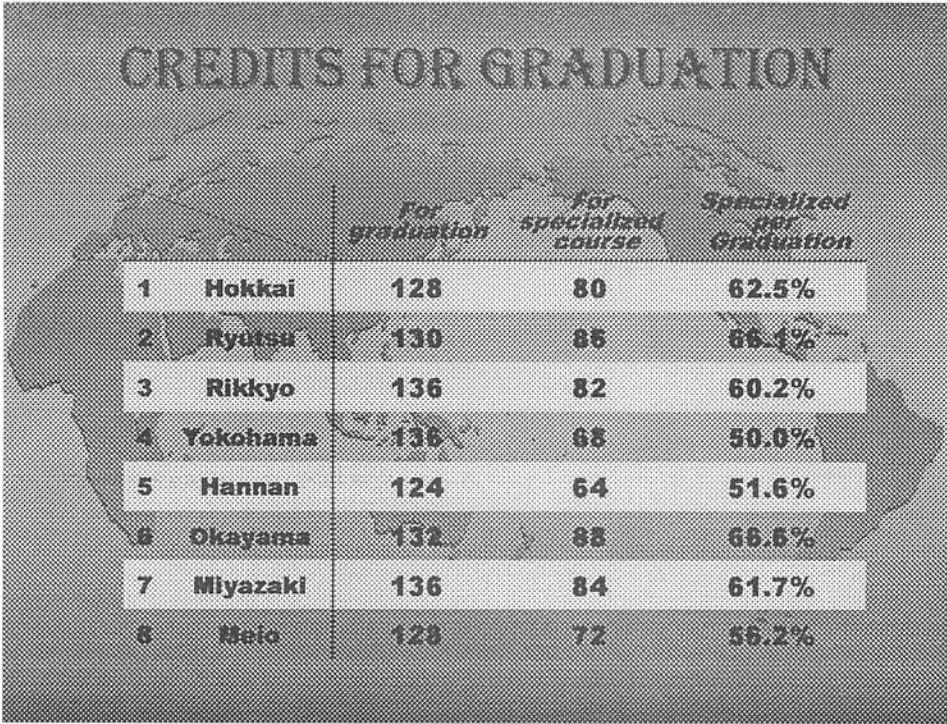


Regarding credits, TABLE 4 shows the ratio of credits in specialized courses needed to graduate. The Ministry of Education requires more than 124 credits for graduation. The number of credits for graduation is different in eight universities. The minimum credits required for graduation is 124 and the maximum credits required for graduation is 136. The minimum credits offered in specialized courses is 64 and the maximum is 88, or 66.6%.

TABLE 5 shows the ratio of required credits to all credits offered among Specialized Courses. The least required credits offered among eight departments is eight credits and the most



TABLE 4



CREDITS FOR GRADUATION				
		<i>For graduation</i>	<i>For specialized course</i>	<i>Specialized per Graduation</i>
1	Hokkai	128	80	62.5%
2	Ryutsu	130	86	66.1%
3	Rikkyo	136	82	60.2%
4	Yokohama	136	68	50.0%
5	Hannan	124	64	51.6%
6	Okayama	132	88	66.5%
7	Miyazaki	136	84	61.7%
8	Meio	128	72	56.2%

required credits offered among eight departments is 8 which is 10%, and the maximum is 62, or 86.1%.

TABLE 5

REQUIRED CREDITS AMONG SPECIALIZED COURSES				
		<i>For specialized course</i>	<i>required</i>	<i>Required per specialized</i>
1	Hokkai	80	8	10.0%
2	Ryutsu	86	24	27.9%
3	Rikkyo	82	16	19.5%
4	Yokohama	68	32	47.0%
5	Hannan	64	12	18.5%
6	Okayama	88	62	70.5%
7	Miyazaki	84	24	28.5%
8	Meio	72	62	86.1%

All courses can be classified into 10 educational domains. One, What is tourism. Two, How Tourism and Society are inter-related. three, Tourism in human society. four social systems

and dynamics which support tourism . five, Tourism environment includes tourism resources and facilities . six, Methods of tourism Industry research. seven, skills for tourism industry. eight, tourism industry practice. nine, internship. ten, seminar. (TABLE 6)

TABLE 6

EDUCATIONAL DOMAINS	
I.	What is Tourism
II.	How Tourism and Society are Inter-related
III.	Tourism in Human Society
IV.	Social Systems & Dynamics which Support Tourism
V.	Tourism Environment (resources & facilities)
VI.	Methods of Tourism Industry Research
VII.	Skills for Tourism Industry
VIII.	Tourism Industry Practice
IX.	Internship
X.	Seminar

Eight departments focus on Domain four. Social systems and dynamics which support Tourism is the main domain in Tourism Education. There is a tendency for students to learn Tourism Industry and its system holistically through learning introductory knowledge about Tourism Related Industries such as traveling, transportation, lodging, etc. Six out of eight departments offer Introduction to Travel Industry, five departments offer Introduction to Lodging Industry and Introduction to Tourism, and three departments offer Transportation Industry and Hospitality Industry. (TABLE 7) While only two out of eight departments offer courses in domain eight Tourism Industry Practice and nine Internship, with courses such as Practice of Tourist Guide, Practice of Travel

Conductor, Practice of Tourism Service and Business  
Internship.(TABLE 8)

EDUCATIONAL CONTENTS 1
I. Acquire a basic knowledge of tourism based on studying how tourism is inter-related in present society from the aspects of mechanism, roles, influence and characteristics of tourism.
II. Understand tourism as a social and economic phenomenon. Learn how tourism and society are inter-related from various viewpoints based on what students acquired from Domain I.
III. Understand tourism as a social behavior and social phenomenon.
IV. Learn introductory knowledge about tourism industry such as transportation, lodging, etc. and understand social systems which support them.

TABLE 7

EDUCATIONAL CONTENTS 2
V. Learn about tourism resources and facilities which satisfy tourist.
VI. Learn methods needed for tourism industry.
VII. Learn languages which are needed for tourism industry.
VIII. Learn practical skills for travel agencies.
IX. Experiences on-the-job training in tourism industry such as hotel business.
X. Learn how to write a graduation thesis. Various themes are possible. Encourage exchange and human relationships between teachers and students.

TABLE 8

TABLE 10

us methods needed for tourism industry

As for teachers of Tourism Departments, eighty-two full time teachers teach in eight Tourism Departments. The number of students per teacher ranges from 29 to 62.9 depending on



each institution. Twenty teachers belong to JITR, Japanese Institute of Tourism Research. (TABLE 9)

Regarding the research areas and methodologies of these

TABLE 9

# TEACHERS OF TOURISM DEPARTMENTS

		Capacity (A)	full-time (B)	JITR	A per B
1	Hokkai	400	10	3	40.0
2	Ryutsu	480	10	1	48.0
3	Rikkyo	520	10	9	52.0
4	Yokohama	320	11	1	29.0
5	Hannan	380	10	0	38.0
6	Okayama	400	11	1	36.4
7	Miyazaki	800	13	1	61.5
8	Meio	440	7	4	62.9

teachers, only 20 out of 82 teachers are members of the Japanese Institute of Tourism Research. Tourism Development

TABLE 10

		Research area (Methodology)
1	Hokkai	World tourism (Tourism) Motivation (Psychology) Sociology applied to tourism (Sociology)
2	Ryutsu	Tourism development (Sociology)
3	Rikkyo	Tourist consumption (Sociology) Tourism development (Sociology) Lodging management (Business administration) Statistics applied to tourism (Statistics) Tourist behavior (Social psychology) Tourist behavior (Psychology) Tourism culture (Tourism) Community tourism (Geography) Tourism planning (Engineering)
4	Yokohama	Lodging industry (Commerce)
5	Hannan	-
6	Okayama	-
7	Miyazaki	Tourism development (Economics) Building (Engineering)
8	Meio	Tourism development (Landscaping) Tourism development (Environmentology) Tourism culture (Literature)

is the most popular academic specialty and five teachers are engaged in this field. Tourist Behavior is the next most popular. Some of teachers have their own academic specialties and methodologies. The most popular research methodology applied to tourism is Social Science, and four teachers use it. Psychological methodology is next. (TABLE 10)

4.Conclusion and Discussion

The following was found that in the existing curriculum of eight Tourism Departments in Japan.

All courses are classified into three components: Basic Courses, Applied Courses and Specialized Courses. Basic Courses are influenced by unique aspects of each university. Applied Courses are offered completing pre-requisite basic courses, but only a few courses in the field of Applied Science are offered. Specialized courses include many courses in industry related studies and they are imbalanced toward Tourism Industry. (TABLE 11)

TABLE 11

<div>CONCLUSION AND DISCUSSION 1</div> <div>1) Basic courses are influenced by unique aspects of each university.</div> <div>2) Applied courses are offered completing prerequisite basic courses, but only a few courses in the field of Applied Sciences are offered.</div> <div>3) Specialized courses include many courses in industry related studies.</div>
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Most teachers in Tourism Education apply Social Science methodology in their research. Tourism Development is a popular area of their professional concerns. However, the methodologies and educational areas are limited because Tourism Departments are a part of Schools of Commerce, Sociology, Economics and language. In order to improve Tourism Education in the near future, it is necessary to establish Schools of Tourism which offer specialized tourism education and which nurture teachers in both quality and quantity. (TABLE 12)

TABLE 12

**CONCLUSION AND DISCUSSION 2**

**4) Most teachers in tourism education apply social science methodology in their research.**

**5) Tourism development is popular area of their professional concerns.**

**6) Methodologies and educational research areas are limited.**  
**Because tourism departments are a part of schools of commerce, sociology, economics and language.**

Points one and two are closely related to the curriculum of Tourism Education, and considering what and how to teach can be crucial issues. In Specialized Courses, many courses offer students knowledge necessary for Tourism Industry. However, their contents are limited due to the characteristics of each school. Thus, it can be pointed out that the outcome of tourism education may differ greatly from the expectations of tourism businesses. Considering current tourism departments' goal of providing employees to tourism business and students' desire of working in these businesses, it is necessary to consider inclusion of business expectation into the curriculum. As for educational

contents, the number of courses and teachers in the domain III is insufficient. Tourism in Human

Society provides courses for understanding Tourism as a social phenomenon in modern society. It is also clear that more departments should include courses in Domain eight, Tourism Industry Practice and Domain nine Internship. Only a few departments offer students experiences in tourism business, and this is a current characteristics of Tourism Education in Japan. We believe that it is necessary to consider including practical aspects of Tourism Business into the curriculum in four-year universities in Japan for further improving Tourism Education. (TABLE 13)

TABLE 13

<div>CONCLUSION AND DISCUSSION 3</div> <div>7) Educational contents are limited due to the characteristics of each school.</div> <div>8) The number of courses and teachers in Domain III is Insufficient.</div> <div>9) Practical aspects of tourism business in the curriculum are needed.</div>
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5.Reflection on our study and Perspectives

Since this is only a pilot study, there is a limitation to our analysis. However, the followings are areas we need to consider further. One, we would like to continue further course analysis of the eight departments to understand in more detail what and how these courses are taught. Two, we should also include

analysis of students' performance and students' evaluation of the curriculums in our study. Three, Rikkyo University will withdraw their Tourism Department from the Faculty of Sociology, and establish it as a new Faculty of Tourism this April. In April 1999, Sapporo Kokusai University, our university, will establish a Faculty of Tourism that is not heavily dependent on courses existing in other faculties, which is common in existing Tourism Departments in Japan. We would like to include studying the goals, curriculum and other aspects of Tourism Education in these two universities in our study. (TABLE 14)

**TABLE 14**

REFLECTION AND PERSPECTIVES
<b>I. Further course analysis is needed.</b>
<b>II. Analysis of Students' performance and evaluation of the curriculums is needed.</b>
<b>III. Rikkyo will establish a new faculty of tourism in April, 1998. Our university, Sapporo Kokusai, will establish a new faculty of tourism in 1999.</b>

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"Researchers and Scholars Lists "

# 日本の4年制大学における観光教育

## ーカリキュラムの構造を中心にー

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日本において初めて観光に関する高等教育機関・研究機関設立の気運が高まったのは、1964年である。立教大学（東京都）は、文部省との協議を進め1966年に社会学部観光学科を設置した。しかし、その後、1974年に横浜商科大学（神奈川県）に商学部貿易・観光学科が設置されるまでは何れの4年制大学にも観光学科は設置されなかった。

1990年代に入り、やっと1992年に宮崎産業経営大学経済学部観光経済学科（宮崎県）、1994年に流通経済大学社会学部国際観光学科（茨城県）、1995年に名桜大学国際学部観光産業学科（沖縄県）、北海学園北見大学商学部観光産業学科（北海道）、そして、1997年に阪南大学国際コミュニケーション学部国際観光学科（大阪府）が設置された。

このように日本の4年制大学における観光教育の歴史は30数年余りであり、また、観光教育を行う4年制大学が増えたのはここ数年のことである。前田勇(1990)は、観光教育に関する一般的かつ基本的問題を、教育指導側にある問題と学生側にある問題とに大別できると指摘している。特に、教育指導側の問題として次の4点を指摘している。①専門的観光教育のできる教員の不足、②「何を」「いかに」教えるかが不明確、③（②の結果として）カリキュラムが未確立、④各教育レベルにマッチした教材が不足、さらに、教育課程の問題として、岡本伸之(1996)は、各大学観光学科のカリキュラム構成には①研究者たちの考える観光学の体系が部分的にせよ投影されていること、②所属学部の性格等により特色がみられることを指摘している。また、安村克己(1997)は、①大学諸学科のカリキュラムは、当該学問に基づいて編成されること、②大学観光教育カリキュラムが観光学の成果に基づいて編成されることを強調し、大学観光教育には様々な課題がみられると述べている。以上の指摘にもあるように日本における4年制大学の観光教育は諸問題を有しており、今後、このような諸問題の解決が期待される。

本論文の目的は、日本の4年制大学における観光教育の現状を把握し、特に、カリキュラムに関わる基本的な課題を明らかにすることにある。



## 日本の4年制大学における観光教育

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