

Cover Sheet: Request 15762

HFT 4XXX – Smart Cities, Attractions, and Theme Parks

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Rachel Fu racheljuichifu@ufl.edu
Created	1/31/2021 10:17:43 AM
Updated	3/11/2021 10:02:59 PM
Description of request	The Department of Tourism, Hospitality and Event Management foresees the growing interests of undergraduate students and growing industry need to systemically and appropriately design smart cities, attractions & theme parks (tourism places). We would like to request a new course for our undergraduate students. This proposed course will focus on providing a foundation for understanding the linkages between technology, marketing, analytics and the design of tourism places. The objective of the course is to prepare students to think critically about the relationships among technology, traveler behavior, and the travel industry. Further, the course will encourage students to think creatively about how to design new functions of the tourism system with a particular focus on sustainable, safe, technological and healthy environments. Last, this course will encourage students to consider the future of tourism and how these new smart technologies (such as Artificial Intelligence and Data Science) will shape it. This course is a co-listed course with an existing graduate course HMG 6740 – Smart Cities, Attractions, and Theme Parks. This course will also serve as an elective for students and a required course for our Artificial Intelligence and Data Analytics in Tourism, Hospitality and Event Management Certificate.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	HHP - Tourism, Hospitality, & Event Management 012609000	Rachel Fu		1/31/2021
No document changes					
College	Approved	HHP - College of Health and Human Performance	Christopher Janelle		2/19/2021
HFT 6740 SMART Cities Attractions Theme Parks_Feb 19.docx					2/19/2021
HFT 4XXX Smart Cities Attractions Theme Parks_Feb 19.docx					2/19/2021
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/19/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

Course|New for request 15762

Info

Request: HFT 4XXX – Smart Cities, Attractions, and Theme Parks

Description of request: The Department of Tourism, Hospitality and Event Management foresees the growing interests of undergraduate students and growing industry need to systemically and appropriately design smart cities, attractions & theme parks (tourism places). We would like to request a new course for our undergraduate students. This proposed course will focus on providing a foundation for understanding the linkages between technology, marketing, analytics and the design of tourism places. The objective of the course is to prepare students to think critically about the relationships among technology, traveler behavior, and the travel industry. Further, the course will encourage students to think creatively about how to design new functions of the tourism system with a particular focus on sustainable, safe, technological and healthy environments. Last, this course will encourage students to consider the future of tourism and how these new smart technologies (such as Artificial Intelligence and Data Science) will shape it. This course is a co-listed course with an existing graduate course HMG 6740 – Smart Cities, Attractions, and Theme Parks. This course will also serve as an elective for students and a required course for our Artificial Intelligence and Data Analytics in Tourism, Hospitality and Event Management Certificate.

Submitter: Rachel Fu racheljuichifu@ufl.edu

Created: 2/19/2021 8:49:19 AM

Form version: 4

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
HFT

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
4

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Joint (Ugrad/Grad)

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

**Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Smart Cities, Attractions, and Theme Parks

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Smart Cities, Attractions

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
Yes

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. For more information please see the [Co-Listed Graduate Undergraduate Courses Policy](#).

Response:
Everything is the same except the intensity of the final project, grading, and amount of readings.

For the undergraduate students

Exams - Two exams will be held: One at mid-term and the other during the final exam day. The exams will cover the issues discussed in the assigned readings and in class. The mid-term will cover all concepts discussed up to the mid-point of the semester. The final will cover concepts from the mid-point to the last lecture of the semester.

Essays - Three 500 word essays will be written covering various topics discussed in class. Topics will be assigned throughout the semester. In these essays, students will respond to the essay question using a maximum of 500 words.

For the final project, undergraduate class members will work with undergraduate classmates. Groups will be assigned by the instructor. The assignment is comprised of two steps. First, a proposal is submitted which describes the proposed project in terms of basic ideas, foundations, and potential implications (1-2 pages). Second, the team will propose a tourism experience design project (10-12 pages double-spaced). The project, consisting of a written report and powerpoint presentation, will be completed by small groups of students.

For the Graduate students

Exams - Two exams will be held: One at mid-term and the other during the final exam day. The exams will cover the issues discussed in the assigned readings and in class.

Essays - Three essays will be written covering various topics discussed in class. Topics will be assigned throughout the semester. In these essays, students are asked to write 3-4 pages.

For the final project, graduate class members will work with graduate classmates. This is a group assignment which is comprised of two steps. First, a proposal is submitted which describes the proposed project in terms of basic ideas, foundations, and potential implications (1-2 pages). Second, the team will propose a tourism experience design project (approximately 15 – 20 pages double-spaced). At the end of the semester, students will be asked to present in class a poster presentation of their Smart Tourism Design Project.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:

No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:

No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:

3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

Provides the foundation needed to design smart tourism places. Examines relationships between technology, traveler behavior, and the travel industry. Students learn to integrate technology, analytics, marketing, and the design of tourism cities, attractions, and theme parks. Focuses on sustainable/safe/healthy environments with cutting-edge technologies including Artificial Intelligence (AI) and Data Science.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

Junior or Senior Standing

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

The Department of Tourism, Hospitality and Event Management foresees the growing interests of undergraduate students and growing industry need to systemically and appropriately design smart cities, attractions & theme parks (tourism places). We would like to request a new course for our undergraduate students. This proposed course will focus on providing a foundation for understanding the linkages between technology, marketing, analytics and the design of tourism places. The objective of the course is to prepare students to think critically about the relationships among technology, traveler behavior, and the travel industry. Further, the course will encourage students to think creatively about how to design new functions of the tourism system with a particular focus on sustainable, safe, technological and healthy environments. Last, this course will encourage students to consider the future of tourism and how these new smart technologies (such as Artificial Intelligence and Data Science) will shape it. This course is a co-listed course with an existing graduate course HMG 6740 – Smart Cities, Attractions, and Theme Parks. This course will also serve as an elective for students and a required course for our Artificial Intelligence and Data Analytics in Tourism, Hospitality and Event Management Certificate.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

At the end of the course, the student will be able to:

1. Describe the linkages among technology, marketing, analytics, and the design of tourism places.
2. Discuss design science in tourism.
3. Identify and classify the various components of smart tourism cities, attractions, and theme parks.
4. Describe, compare and contrast the range of tools used to measure and design smart destinations and attractions.
5. Integrate smart design within concepts of environmental sustainability, personal well-being and quality of life.
6. Explain and demonstrate the usefulness of smart design in supporting touristic experiences.

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:

REQUIRED READING MATERIALS

Reading materials are provided on Canvas and will be made available the week before the assigned reading date.

Required Textbook: Artificial Intelligence: The Insights You Need from Harvard Business Review (HBR Insights Series) Year: 2019. Author: Tom Davenport, Andrew McAfee, Erik Brynjolfsson and H. James Wilson.

COURSE FORMAT:

Class teaching modality (face-to-face, online, or hyflex) will be determined based on the epidemiological situation and the UF guidelines. Normally, the class will meet two times a week

for live lecture for the first four weeks followed by watching lecture videos online and then meet in the classroom for active learning for the rest of the semester. There will be combinations of the above weeks per the instructor's assessment towards students' progress throughout the semester. The course will include a combination of lectures, discussions, activities, case studies, and exams. Active participation is essential to the nature of this course.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Section	Week	Topic	Focus	Foundations/Cases
I	1	Design science, design thinking and smart tourism systems	The foundations of Design Science in Tourism (DST) including recent innovations supporting the development of SMART tourism and their implications for management	Cases: 1. Amsterdam/Barcelona 2. Smart Attractions 3. Smart Theme Parks 4. Smart Vienna
II	2 - 3	Destinations/places as complex systems	Tourism places are comprised of various systems. This material focuses on what they are, how they interact, and how to measure	Foundations: 1. The tourism system 2. Systems theory 3. Dynamics & complexity
	4 - 5	Data science at work (and barriers to use)	SMART places require tourism analytics. A series of examples the range of data (nature and sources) are used to illustrate the role of analytics within tourism, and the challenges for organizations to implement this new technology	Foundations: 1. What makes smart? 2. Value chain 3. Co-creation/community 4. Change and innovation
III	6 - 7	Tourism System Level I: Travelers and travel behavior	Theories related to experiences, information processing, decision making	Overview of measures: 1. Nature of experience 2. Information processing 3. Decision making
	8 - 9	Tourism System Level II: Tourism businesses – organizations	Theories related to various management decisions within tourism firms/organizations	Overview of measures: 1. Marketing/advertising 2. Innovation 3. eCRM
	10 - 11	Tourism System Level III: Tourism attractions	Theories related to the consumption of places including networks, people sharing information, etc.	Overview of measures: 1. Economic impact 2. Network value 3. Brand/online reputation
IV	12	Designing Smart places	Overview of design, blueprinting and innovation	Processes: 1. Design/mapping processes 2. Evaluation
	13 - 14	Designing for sustainability, quality-of-life and resilience	Overview of concepts related to sustainability, quality-of-life, health and resilience within tourism systems	Foundations: 1. Sustainable and healthy environments 2. New measures
	15 - 16	Future of smart tourism	Discussion focuses on the forces shaping the future of tourism and the role of design	

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Make-up assignments will be considered at the instructor's discretion and only when arrangements have been made prior to the scheduled event. For emergencies, health-related issues, or religious observances, the instructor follows the UF policies specified here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Grades will be based on the following assignments and points:

Student can earn 100 points (100%) in this class:

Individual Effort (55 points)	Class attendance and participation	10
Essays 500 words max (3 @ 5 pts)		15
Midterm exam		15
Final exam		15
TOTAL POINTS		55
Group Effort: Smart Tourism	Project proposal -	10
Design Project (45 points)	Final draft	25
Project Poster Presentation		10
TOTAL POINTS		45
GRAND TOTAL POINTS		100

It will take one week to 10 days to get grades posted for each assignment. Please contact your instructor in one week after your grade is posted when you feel there is an error in grading. Your grade will not be rounded. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>." Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

GRADING SCALE AND GPA POINTS:

A- = 90.00-92.99% (3.67) A = 93.00-100% (4.0)

B- = 80.00-82.99% (2.67) B = 83.00-86.99% (3.0) B+ = 87.00-89.99% (3.33)

C- = 70.00-72.99% (1.67) C = 73.00-76.99% (2.0) C+ = 77.00-79.99% (2.33)

D- = 60.00-62.99% (0.67) D = 63.00-66.99% (1.0) D+ = 67.00-69.99% (1.33)

E = 59.99% or lower (0.0). This is the failing grade.

ASSIGNMENTS:

All assignments must be typed. Points will be deducted for spelling, syntax, and grammatical errors. All referencing must be done correctly and accurately.

Class attendance and participation

Students are expected to actively participate in class discussion (this means more than simply attending class). Students missing more than three class meetings will have their final grade reduced by one whole letter grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Exams

Two exams will be held: One at mid-term and the other during the final exam day. The exams will cover the issues discussed in the assigned readings and in class. The mid-term will cover all concepts discussed up to the mid-point of the semester. The final will cover concepts from the mid-point to the last lecture of the semester.

Essays

Three 500 word essays will be written covering various topics discussed in class. Topics will be assigned throughout the semester. In these essays, students will respond to the essay question using a maximum of 500 words (typewritten, single space, 1-inch margin on all sides, Times New Roman, size 12) discussing the topic at hand. Each essay is expected to directly reference information obtained from class discussions, readings provided in the course, as well as other materials obtained outside of normal class operation. Each essay should summarize these materials and include a personal assessment by the student regarding its "impact – role – relationship" within the tourism system (destinations, attractions and theme parks).

Smart Tourism Design Project

For this assignment, undergraduate class members will work with undergraduate classmates. Groups will be assigned by the instructor. The assignment is comprised of two steps. First, a proposal is submitted which describes the proposed project in terms of basic ideas, foundations, and potential implications (1-2 pages). Second, the team will propose a tourism experience

design project (10-12 pages double-spaced) which addresses the following issues:

1. First, describe in detail and explain why you have chosen this setting. Identify and describe the overall area of interest (setting) such as a special event, museum, theme park, or other attraction etc. where you are interested in designing a new experience.
2. Then, identify and discuss each of the phases that you will go through in designing the new experience. As part of this discussion, please identify and explain the elements of design that will be considered, the basic assumptions regarding the design process, and the role of the visitor. Also, identify the product or outcome of each phase of the design process. Based upon this analysis, please develop a blueprint relating design and the various aspects of the tourism experience.
3. Describe the new design, making certain to include each of the aspects of design discussed in class.
4. Finally, identify and describe various strategies you would use to collect data to provide input into the operation and/or evaluation of the proposed design.
5. At the end of the semester, students will be asked to present in class a poster presentation of their Smart Tourism Design Project. The allocated time will be decided depending on the number of student groups.

GRADING EXPECTATIONS FOR ESSAYS AND SMART TOURISM DESIGN PROJECT PAPER:

90-100%: Excellent. Excellent, scholarly, and advanced college-level work that exceeds requirements. Original, insightful ideas, in-depth discussion. Well organized and structured. Very good grammar, careful formatting.

80-89.99%: Good. Good college-level work that meets requirements. Original, well organized. Good understanding of the topic is demonstrated. Acceptable grammar. Some areas are noticeably weaker than others.

70-79.99%: Satisfactory. Average work. Assignment is not thought through and/or presentation is not cohesive. Improvement is needed on depth, originality of thought, structure, and presentation.

60-69.99%: Marginal. Below-average work. Substantial improvements are needed in the areas of content, reasoning, and delivery, as well as grammar and formatting.

0-59.99%: Failure. Assignment does not meet the requirements/criteria, is not submitted, or incomplete.

GRADING EXPECTATIONS FOR SMART TOURISM DESIGN PROJECT CLASS PRESENTATION AND POSTER

Your presentation and poster will be assessed using the following criteria:

1. Creativity: Overall creativity and innovation of the proposed design.
2. Content: Quality and depth of understanding of the touristic experience. Clear, concise, and well-structured discussion of proposed design in terms of experiences supported, expected outcomes, etc.
3. Overall Impression: Quality of presentation in terms of appearance, pace of delivery, visual appeal of the presented poster, and time management.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

To be determined

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Response:

Yes

HFT 4XXX – Smart Cities, Attractions, and Theme Parks [new course]

COURSE INFORMATION

Credits	3
Meeting location	FLG 2XX
Meeting times	xxxx

INSTRUCTOR INFORMATION

TBA

Office: 240 Florida Gym

Office hours: Monday, 9:30 – 11:00; Wednesday, 10:30 – 12:00, or by appointment.

Department Chair: Dr Rachel Fu email: racheljuichifu@ufl.edu Phone: (352) 294-1694

GENERAL COURSE INFORMATION

50 words for the catalog

Provides the foundation needed to design smart tourism places. Examines relationships between technology, traveler behavior, and the travel industry. Students learn to integrate technology, analytics, marketing, and the design of tourism cities, attractions, and theme parks. Focuses on sustainable/safe/healthy environments with cutting-edge technologies including Artificial Intelligence (AI) and Data Science.

COURSE DESCRIPTION:

The goal of this course is to provide a foundation for understanding the linkages between technology, marketing, analytics, and the design of tourism places. The course prepares students to think critically about the relationships between technology, traveler behavior, and the travel industry. Further, the course encourages students to think creatively about how to design new functions of the tourism system with a particular focus on sustainable, safe, and healthy environments using latest developments in Artificial Intelligence (AI) and Data Science. The course encourages students to consider the future of tourism and how these new smart technologies will shape it.

PREREQUISITE KNOWLEDGE AND SKILLS: Junior or Senior Standing

REQUIRED READING MATERIALS

Reading materials are provided on Canvas and will be made available the week before the assigned reading date.

Required Textbook: **Artificial Intelligence: The Insights You Need from Harvard Business Review (HBR Insights Series) Year: 2019. Author: Tom Davenport, Andrew McAfee, Erik Brynjolfsson and H. James Wilson.**

COURSE FORMAT:

Class teaching modality (face-to-face, online, or hyflex) will be determined based on the epidemiological situation and the UF guidelines. Normally, the class will meet two times a week for live lecture for the first four weeks followed by watching lecture videos online and then meet in the classroom for active learning for the rest of the semester. There will be combinations of the above weeks per the instructor's assessment towards students' progress throughout the semester. The course will include a combination of lectures, discussions, activities, case studies, and exams. Active participation is essential to the nature of this course.

COURSE LEARNING OBJECTIVES:

At the end of the course, the student will be able to:

1. Describe the linkages among technology, marketing, analytics, and the design of tourism places.
2. Discuss design science in tourism.
3. Identify and classify the various components of smart tourism cities, attractions, and theme parks.
4. Describe, compare and contrast the range of tools used to measure and design smart destinations and attractions.
5. Integrate smart design within concepts of environmental sustainability, personal well-being and quality of life.
6. Explain and demonstrate the usefulness of smart design in supporting touristic experiences.

COURSE AND UNIVERSITY POLICIES:

ATTENDANCE AND CLASS PARTICIPATION POLICY: Student's attendance and participations will be graded as 10% of their final grade. Please see the grading rubric listed in the GRADING section of this syllabus.

PERSONAL CONDUCT POLICY: Students are expected to exhibit behaviors that reflect highly upon themselves and our University. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

EXAM MAKE-UP POLICY: A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you

have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

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- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
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Design Project (45 points)	Final draft	25
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Two exams will be held: One at mid-term and the other **during the final exam day**. The exams will cover the issues discussed in the assigned readings and in class. The mid-term will cover all concepts discussed up to the mid-point of the semester. The final will cover concepts from the mid-point to the last lecture of the semester.

Essays

Three **500 word** essays will be written covering various topics discussed in class. Topics will be assigned

throughout the semester. **In these essays, students will respond to the essay question using a maximum of 500 words** (typewritten, single space, 1-inch margin on all sides, Times New Roman, size 12) discussing the topic at hand. Each essay is expected to **directly reference** information obtained from class discussions, readings provided in the course, as well as other materials obtained outside of normal class operation. Each essay should summarize these materials and include a personal assessment by the student regarding its “impact – role – relationship” within the tourism system (destinations, attractions and theme parks).

Smart Tourism Design Project

For this assignment, undergraduate class members will work with undergraduate classmates. Groups will be assigned by the instructor. The assignment is comprised of two steps. **First, a proposal is** submitted which describes the proposed project in terms of basic ideas, foundations, and potential implications (1-2 pages). Second, the team will propose a tourism experience design project (**10-12 pages double-spaced**) which addresses the following issues:

1. **First**, describe in detail and explain why you have chosen this *setting*. Identify and describe the overall area of interest (setting) such as a special event, museum, theme park, or other attraction etc. where you are interested in designing a *new experience*.
2. Then, identify and discuss each of the phases that you will go through in designing the *new experience*. As part of this discussion, please identify and explain the elements of design that will be considered, the basic assumptions regarding the design process, and the role of the visitor. Also, identify the *product* or *outcome* of each phase of the design process. Based upon this analysis, please develop a *blueprint* relating design and the various aspects of the tourism experience.
3. Describe the new design, making certain to include each of the aspects of design discussed in class.
4. Finally, identify and describe various strategies you would use to collect data to provide input into the operation and/or evaluation of the proposed design.
5. **At the end of the semester, students will be asked to present in class a poster presentation of their Smart Tourism Design Project.** The allocated time will be decided depending on the number of student groups.

GRADING EXPECTATIONS FOR ESSAYS AND SMART TOURISM DESIGN PROJECT PAPER:

90-100%: Excellent. Excellent, scholarly, and advanced college-level work that exceeds requirements. Original, insightful ideas, in-depth discussion. Well organized and structured. Very good grammar, careful formatting.

80-89.99%: Good. Good college-level work that meets requirements. Original, well organized. Good understanding of the topic is demonstrated. Acceptable grammar. Some areas are noticeably weaker than others.

70-79.99%: Satisfactory. Average work. Assignment is not thought through and/or presentation is not cohesive. Improvement is needed on depth, originality of thought, structure, and presentation.

60-69.99%: Marginal. Below-average work. Substantial improvements are needed in the areas of content, reasoning, and delivery, as well as grammar and formatting.

0-59.99%: Failure. Assignment does not meet the requirements/criteria, is not submitted, or incomplete.

GRADING EXPECTATIONS FOR SMART TOURISM DESIGN PROJECT CLASS PRESENTATION AND POSTER

Your presentation and poster will be assessed using the following criteria:

1. **Creativity:** Overall creativity and innovation of the proposed design.
2. **Content:** Quality and depth of understanding of the touristic experience. Clear, concise, and well-structured discussion of proposed design in terms of experiences supported, expected outcomes, etc.
3. **Overall Impression:** Quality of presentation in terms of appearance, pace of delivery, visual appeal of the presented poster, and time management.

GENERAL RULES

- Students should be prepared for each day's lesson. You should read the material to be covered each day before you come to class and be ready to answer and ask questions pertaining to the material. Contribution to class discussion is part of your attendance and participation grade.
- You will be always asked to support and defend the statements and answers you offer in class and in your essays and semester group project. "Sweeping Generalizations" are never accepted in this course.
- If you miss a class, it is your responsibility to obtain information from other students. Do not expect the instructor to be at your disposal and provide you with the missed information.
- Please stay in the same seats through the semester. This will assist us in getting to know you faster.
- **If you are marked absent more than three times you will suffer the loss of one full letter grade**, which means that if your final grade is B- it will be adjusted to a C-. Please refer to UF attendance policies outlined in Course Guidelines above.
- The lectures will complement the text and will not attempt to cover all points raised in the readings.
- Regular and punctual attendance is a necessary but not a sufficient criterion for class participation credit. Please see
- I maintain the right to change the course outline to reflect learning trends and needs in this course. I will provide you with regular updates via class announcements. Please make sure you read these. It is your responsibility to follow class announcements.

CLASSROOM BEHAVIOR

- This course requires professional and respectful classroom behavior. Students engaging in the following activities (including but not limited to): cell phone usage, reading non-class materials such as newspapers, chatting and sleeping will be dismissed from that class meeting.
- Late arrivals and early departures are not tolerated. It is inappropriate and disrespectful to walk in and out of class during class, so please refrain from this behavior.
- Mobile phones must be off during the entire duration of each class meeting.
- No food is allowed in class.
- Email use does not relieve students of the responsibility of confirming the communication with the instructor. Always sign your email—do not make the recipient guess who sent it.

WEEKLY COURSE SCHEDULE:

Section	Week	Topic	Focus	Foundations/Cases
I	1	Design science, design thinking and smart tourism systems	The foundations of Design Science in Tourism (DST) including recent innovations supporting the development of SMART tourism and their implications for management	<i>Cases:</i> 1. Amsterdam/Barcelona 2. Smart Attractions 3. Smart Theme Parks 4. Smart Vienna
	2 - 3	Destinations/places as complex systems	Tourism places are comprised of various systems. This material focuses on what they are, how they interact, and how to measure	<i>Foundations:</i> 1. The tourism system 2. Systems theory 3. Dynamics & complexity
II	4 - 5	Data science at work (and barriers to use)	SMART places require tourism analytics. A series of examples the range of data (nature and sources) are used to illustrate the role of analytics within tourism, and the challenges for organizations to implement this new technology	<i>Foundations:</i> 1. What makes smart? 2. Value chain 3. Co-creation/community 4. Change and innovation
	6 - 7	Tourism System Level I: Travelers and travel behavior	Theories related to experiences, information processing, decision making	<i>Overview of measures:</i> 1. Nature of experience 2. Information processing 3. Decision making
III	8 - 9	Tourism System Level II: Tourism businesses – organizations	Theories related to various management decisions within tourism firms/organizations	<i>Overview of measures:</i> 1. Marketing/advertising 2. Innovation 3. eCRM
	10 - 11	Tourism System Level III: Tourism attractions	Theories related to the consumption of places including networks, people sharing information, etc.	<i>Overview of measures:</i> 1. Economic impact 2. Network value 3. Brand/online reputation
	12	Designing Smart places	Overview of design, blueprinting and innovation	<i>Processes:</i> 1. Design/mapping processes 2. Evaluation
IV	13 - 14	Designing for sustainability, quality-of-life and resilience	Overview of concepts related to sustainability, quality-of-life, health and resilience within tourism systems	<i>Foundations:</i> 1. Sustainable and healthy environments 2. New measures

15 - 16	Future of smart tourism	Discussion focuses on the forces shaping the future of tourism and the role of design
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Examples of Potential SMART Cities, Attractions & Theme Parks Projects

Area of focus	Analyses supporting applications	Design projects might include new ways to communicate with potential travelers, new tools for providing directions, new processes for supporting sustainable places, etc.
1. Traveler decision making	1. Website log files/data linking/trip analysis	
2. Evaluation of place design	2. Emotion mapping/biophysical analysis	
3. Visitor flow analysis	3. Gravity models/econometric models/GIS	
4. Recommender systems	4. Decision trees – case-based logic	
5. Branding – brand equity analysis	5. Semantic analysis	
6. Disaster tracking (using google, twitter, etc.)	6. Crowd sourcing - network analysis	
7. Benchmarking – competitiveness	7. Importance/performance analysis - DEA	

SUCCESS AND STUDY TIPS:

Read all assigned materials before the class. Reach out to the instructor for further advice whenever you feel that you need help. Challenge yourself by advancing your critical thinking, re-searching more concurrent news, and being aware of the trends/needs/wants of the industries, communities, and destinations.

HFT 4XXX – Smart Cities, Attractions, and Theme Parks [new course]

COURSE INFORMATION

Credits	3
Meeting location	FLG 2XX
Meeting times	xxxx

INSTRUCTOR INFORMATION

TBA

Office: 240 Florida Gym

Office hours: Monday, 9:30 – 11:00; Wednesday, 10:30 – 12:00, or by appointment.

Department Chair: Dr Rachel Fu email: racheljuichifu@ufl.edu Phone: (352) 294-1694

GENERAL COURSE INFORMATION

50 words for the catalog

Provides the foundation needed to design smart tourism places. Examines relationships between technology, traveler behavior, and the travel industry. Students learn to integrate technology, analytics, marketing, and the design of tourism cities, attractions, and theme parks. Focuses on sustainable/safe/healthy environments with cutting-edge technologies including Artificial Intelligence (AI) and Data Science.

COURSE DESCRIPTION:

The goal of this course is to provide a foundation for understanding the linkages between technology, marketing, analytics, and the design of tourism places. The course prepares students to think critically about the relationships between technology, traveler behavior, and the travel industry. Further, the course encourages students to think creatively about how to design new functions of the tourism system with a particular focus on sustainable, safe, and healthy environments using latest developments in Artificial Intelligence (AI) and Data Science. The course encourages students to consider the future of tourism and how these new smart technologies will shape it.

PREREQUISITE KNOWLEDGE AND SKILLS: Junior or Senior Standing

REQUIRED READING MATERIALS

Reading materials are provided on Canvas and will be made available the week before the assigned reading date.

Required Textbook: **Artificial Intelligence: The Insights You Need from Harvard Business Review (HBR Insights Series) Year: 2019. Author: Tom Davenport, Andrew McAfee, Erik Brynjolfsson and H. James Wilson.**

COURSE FORMAT:

Class teaching modality (face-to-face, online, or hyflex) will be determined based on the epidemiological situation and the UF guidelines. Normally, the class will meet two times a week for live lecture for the first four weeks followed by watching lecture videos online and then meet in the classroom for active learning for the rest of the semester. There will be combinations of the above weeks per the instructor's assessment towards students' progress throughout the semester. The course will include a combination of lectures, discussions, activities, case studies, and exams. Active participation is essential to the nature of this course.

COURSE LEARNING OBJECTIVES:

At the end of the course, the student will be able to:

1. Describe the linkages among technology, marketing, analytics, and the design of tourism places.
2. Discuss design science in tourism.
3. Identify and classify the various components of smart tourism cities, attractions, and theme parks.
4. Describe, compare and contrast the range of tools used to measure and design smart destinations and attractions.
5. Integrate smart design within concepts of environmental sustainability, personal well-being and quality of life.
6. Explain and demonstrate the usefulness of smart design in supporting touristic experiences.

COURSE AND UNIVERSITY POLICIES:

ATTENDANCE AND CLASS PARTICIPATION POLICY: Student's attendance and participations will be graded as 10% of their final grade. Please see the grading rubric listed in the GRADING section of this syllabus.

PERSONAL CONDUCT POLICY: Students are expected to exhibit behaviors that reflect highly upon themselves and our University. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

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throughout the semester. **In these essays, students will respond to the essay question using a maximum of 500 words** (typewritten, single space, 1-inch margin on all sides, Times New Roman, size 12) discussing the topic at hand. Each essay is expected to **directly reference** information obtained from class discussions, readings provided in the course, as well as other materials obtained outside of normal class operation. Each essay should summarize these materials and include a personal assessment by the student regarding its “impact – role – relationship” within the tourism system (destinations, attractions and theme parks).

Smart Tourism Design Project

For this assignment, undergraduate class members will work with undergraduate classmates. Groups will be assigned by the instructor. The assignment is comprised of two steps. **First, a proposal is** submitted which describes the proposed project in terms of basic ideas, foundations, and potential implications (1-2 pages). Second, the team will propose a tourism experience design project (**10-12 pages double-spaced**) which addresses the following issues:

1. **First**, describe in detail and explain why you have chosen this *setting*. Identify and describe the overall area of interest (setting) such as a special event, museum, theme park, or other attraction etc. where you are interested in designing a *new experience*.
2. Then, identify and discuss each of the phases that you will go through in designing the *new experience*. As part of this discussion, please identify and explain the elements of design that will be considered, the basic assumptions regarding the design process, and the role of the visitor. Also, identify the *product* or *outcome* of each phase of the design process. Based upon this analysis, please develop a *blueprint* relating design and the various aspects of the tourism experience.
3. Describe the new design, making certain to include each of the aspects of design discussed in class.
4. Finally, identify and describe various strategies you would use to collect data to provide input into the operation and/or evaluation of the proposed design.
5. **At the end of the semester, students will be asked to present in class a poster presentation of their Smart Tourism Design Project.** The allocated time will be decided depending on the number of student groups.

Group Contract for Group Project

By the third Friday of the semester, students will assigned project groups by the instructor. You will need to meet with your group and discuss, draft and sign the group contract. A copy of this contract can be found on Canvas.

Instructions: Please create a Google Doc drive for your group project. Please upload a copy of this form and as a group answer the following questions that involve making decisions about your group project. When you have all come to an agreement and have signed this contract, please upload it in Canvas by the third Friday of the semester.

When you begin work on your group assignment, please revisit your contract. If you encounter

difficulties working as a group, refer to the expectations you agreed upon and if you feel that group members are not living up to these expectations then please talk to them. I am always available as well to discuss such matters.

GRADING EXPECTATIONS FOR ESSAYS AND SMART TOURISM DESIGN PROJECT PAPER:

90-100%: Excellent. Excellent, scholarly, and advanced college-level work that exceeds requirements. Original, insightful ideas, in-depth discussion. Well organized and structured. Very good grammar, careful formatting.

80-89.99%: Good. Good college-level work that meets requirements. Original, well organized. Good understanding of the topic is demonstrated. Acceptable grammar. Some areas are noticeably weaker than others.

70-79.99%: Satisfactory. Average work. Assignment is not thought through and/or presentation is not cohesive. Improvement is needed on depth, originality of thought, structure, and presentation.

60-69.99%: Marginal. Below-average work. Substantial improvements are needed in the areas of content, reasoning, and delivery, as well as grammar and formatting.

0-59.99%: Failure. Assignment does not meet the requirements/criteria, is not submitted, or incomplete.

GRADING EXPECTATIONS FOR SMART TOURISM DESIGN PROJECT CLASS PRESENTATION AND POSTER

Your presentation and poster will be assessed using the following criteria:

1. **Creativity:** Overall creativity and innovation of the proposed design.
2. **Content:** Quality and depth of understanding of the touristic experience. Clear, concise, and well-structured discussion of proposed design in terms of experiences supported, expected outcomes, etc.
3. **Overall Impression:** Quality of presentation in terms of appearance, pace of delivery, visual appeal of the presented poster, and time management.

GENERAL RULES

- Students should be prepared for each day's lesson. You should read the material to be covered each day before you come to class and be ready to answer and ask questions pertaining to the material. Contribution to class discussion is part of your attendance and participation grade.
- You will be always asked to support and defend the statements and answers you offer in class and in your essays and semester group project. "Sweeping Generalizations" are never accepted in this course.
- If you miss a class, it is your responsibility to obtain information from other students. Do not expect the instructor to be at your disposal and provide you with the missed information.
- Please stay in the same seats through the semester. This will assist us in getting to know you faster.
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- The lectures will complement the text and will not attempt to cover all points raised in the readings.

- Regular and punctual attendance is a necessary but not a sufficient criterion for class participation credit. Please see
- I maintain the right to change the course outline to reflect learning trends and needs in this course. I will provide you with regular updates via class announcements. Please make sure you read these. It is your responsibility to follow class announcements.

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- Mobile phones must be off during the entire duration of each class meeting.
- No food is allowed in class.
- Email use does not relieve students of the responsibility of confirming the communication with the instructor. Always sign your email—do not make the recipient guess who sent it.

WEEKLY COURSE SCHEDULE:

Section	Week	Topic	Focus	Foundations/Cases
I	1	Design science, design thinking and smart tourism systems	The foundations of Design Science in Tourism (DST) including recent innovations supporting the development of SMART tourism and their implications for management	<i>Cases:</i> 1. Amsterdam/Barcelona 2. Smart Attractions 3. Smart Theme Parks 4. Smart Vienna
	2 - 3	Destinations/places as complex systems	Tourism places are comprised of various systems. This material focuses on what they are, how they interact, and how to measure	<i>Foundations:</i> 1. The tourism system 2. Systems theory 3. Dynamics & complexity
II	4 - 5	Data science at work (and barriers to use)	SMART places require tourism analytics. A series of examples the range of data (nature and sources) are used to illustrate the role of analytics within tourism, and the challenges for organizations to implement this new technology	<i>Foundations:</i> 1. What makes smart? 2. Value chain 3. Co-creation/community 4. Change and innovation
III	6 - 7	Tourism System Level I: Travelers and travel behavior	Theories related to experiences, information processing, decision making	<i>Overview of measures:</i> 1. Nature of experience 2. Information processing 3. Decision making

	8 – 9	Tourism System Level II: Tourism businesses – organizations	Theories related to various management decisions within tourism firms/organizations	<i>Overview of measures:</i> 1. Marketing/advertising 2. Innovation 3. eCRM
	10 - 11	Tourism System Level III: Tourism attractions	Theories related to the consumption of places including networks, people sharing information, etc.	<i>Overview of measures:</i> 1. Economic impact 2. Network value 3. Brand/online reputation
	12	Designing Smart places	Overview of design, blueprinting and innovation	<i>Processes:</i> 1. Design/mapping processes 2. Evaluation
IV	13 - 14	Designing for sustainability, quality-of-life and resilience	Overview of concepts related to sustainability, quality-of-life, health and resilience within tourism systems	<i>Foundations:</i> 1. Sustainable and healthy environments 2. New measures
	15 - 16	Future of smart tourism	Discussion focuses on the forces shaping the future of tourism and the role of design	

Examples of Potential SMART Cities, Attractions & Theme Parks Projects

Area of focus	Analyses supporting applications	Design projects might include new ways to communicate with potential travelers, new tools for providing directions, new processes for supporting sustainable places, etc.
1. Traveler decision making	1. Website log files/data linking/trip analysis	
2. Evaluation of place design	2. Emotion mapping/biophysical analysis	
3. Visitor flow analysis	3. Gravity models/econometric models/GIS	
4. Recommender systems	4. Decision trees – case-based logic	
5. Branding – brand equity analysis	5. Semantic analysis	
6. Disaster tracking (using google, twitter, etc.)	6. Crowd sourcing - network analysis	
7. Benchmarking – competitiveness	7. Importance/performance analysis - DEA	

SUCCESS AND STUDY TIPS:

Read all assigned materials before the class. Reach out to the instructor for further advice whenever you feel that you need help. Challenge yourself by advancing your critical thinking, re-researching more concurrent news, and being aware of the trends/needs/wants of the industries, communities, and destinations.

HMG 6740 – Smart Cities, Attractions, and Theme Parks [Change course title from Smart Tourism Design]

COURSE INFORMATION

Credits 3
Meeting location FLG 2XX
Meeting times xxxx

INSTRUCTOR INFORMATION

TBA

Office: 240 Florida Gym

Office hours: Monday, 9:30 – 11:00; Wednesday, 10:30 – 12:00, or by appointment.

Department Chair: Dr Rachel Fu email: racheljuichifu@ufl.edu Phone: (352) 294-1694

COURSE DESCRIPTION:

50 words for the catalog

Provides the foundation needed to design smart tourism places. Examines relationships between technology, traveler behavior, and the travel industry. Students learn to integrate technology, analytics, marketing, and the design of tourism cities, attractions, and theme parks. Focuses on sustainable/safe/healthy environments with cutting-edge technologies including Artificial Intelligence (AI) and Data Science.

COURSE DESCRIPTION:

The goal of this course is to provide a foundation for understanding the linkages between technology, marketing, analytics, and the design of tourism places. The course prepares students to think critically about the relationships between technology, traveler behavior, and the travel industry. Further, the course encourages students to think creatively about how to design new functions of the tourism system with a particular focus on sustainable, safe, and healthy environments using latest developments in Artificial Intelligence (AI) and Data Science. The course encourages students to consider the future of tourism and how these new smart technologies will shape it.

COURSE PREREQUISITES:

Earned Bachelor's Degree

READING MATERIALS:

Reading materials are provided on Canvas and will be made available the week before the assigned reading date.

Textbook: Artificial Intelligence: The Insights You Need from Harvard Business Review (HBR Insights Series) Year: 2019. Author: Tom Davenport, Andrew McAfee, Erik Brynjolfsson and H. James Wilson.

COURSE FORMAT:

Class teaching modality (face-to-face, online, or hyflex) will be determined based on the epidemiological situation and the UF guidelines. Normally, the class will meet two times a week for live lecture for the first four weeks followed by watching lecture videos online and then meet in the classroom for active learning for the rest of the semester. There will be combinations of the above weeks per the instructor's assessment towards students' progress throughout the semester. The course will include a combination of lectures, discussions, activities, case studies, and exams. Active participation is essential to the nature of this course.

COURSE LEARNING OBJECTIVES:

At the end of the course, the student will be able to:

1. Describe the linkages among technology, marketing, analytics, and the design of tourism places.
2. Discuss design science in tourism.
3. Identify and classify the various components of smart tourism cities, attractions, and theme parks.
4. Describe, compare and contrast the range of tools used to measure and design smart destinations and attractions.
5. Integrate smart design within concepts of environmental sustainability, personal well-being and quality of life.
6. Explain and demonstrate the usefulness of smart design in supporting touristic experiences.

COURSE AND UNIVERSITY POLICIES:

ATTENDANCE AND CLASS PARTICIPATION POLICY: Student's attendance and participations will be graded as 10% of their final grade. Please see the grading rubric listed in the GRADING section of this syllabus.

PERSONAL CONDUCT POLICY: Students are expected to exhibit behaviors that reflect highly upon themselves and our University. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or teaching Assistant in this class.

MAKE-UP POLICY FOR MISSING ASSIGNMENTS: A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will

contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

COVID-RELATED INFORMATION:

- We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.
- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

PRIVACY: For online portion of this course with recorded materials:

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a

profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

GETTING HELP:

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

GRADING:

Make-up assignments will be considered at the instructor's discretion and only when arrangements have been made prior to the scheduled event. For emergencies, health-related issues, or religious observances, the instructor follows the UF policies specified here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Student can earn 100 points (100%) in this class:

Individual Effort (55 points)	Class attendance and participation	10
	Essays (3 @ 5 pts)	15
	Midterm exam	15
	Final exam	15
	TOTAL POINTS	55
Group Effort: Smart Tourism	Project proposal	10
Design Project (45 points)	Final draft	25
	Project Poster Presentation	10

	TOTAL POINTS	45
	GRAND TOTAL POINTS	100

It will take one week to 10 days to get grades posted for each assignment. Please contact your instructor in one week after your grade is posted when you feel there is an error in grading. **Your grade will not be rounded.** More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>." **Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.**

GRADING SCALE AND GPA POINTS:

A- = 90.00-92.99% (3.67)	A = 93.00-100% (4.0)		
B- = 80.00-82.99% (2.67)	B = 83.00-86.99% (3.0)	B+ = 87.00-89.99% (3.33)	
C- = 70.00-72.99% (1.67)	C = 73.00-76.99% (2.0)	C+ = 77.00-79.99% (2.33)	
D- = 60.00-62.99% (0.67)	D = 63.00-66.99% (1.0)	D+ = 67.00-69.99% (1.33)	E = 59.99% or lower (0.0). This is the failing grade.

ASSIGNMENTS:

All assignments must be typed. Points will be deducted for spelling, syntax, and grammatical errors. All referencing must be done correctly and accurately.

Class attendance and participation

Active Participation: Students are expected to actively participate in class discussion and **show evidence in their contributions that they have done the weekly readings** (cite facts, author’s names, concepts found in the readings as you speak). **Students are expected to ask at least one question or contribute at least once to class discussion each week.**

Attendance: Students missing more than three class meetings will have their final grade reduced by one whole letter grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Excellent	10 pts	Defines, describes, and illustrates concepts Explains, assesses and criticizes ideas Demonstrates preparation and reading of assignments
Good	8 pts	Defines, describes, and illustrates concepts Explains, assesses and criticizes ideas Evidence of reading assignments, but not fully prepared
Reasonable	6 pts	Defines, describes, and illustrates concepts Explains, assesses, or criticize some ideas Evidence of incomplete reading of assignments and preparation
Basic	4 pts	Defines and describes some concepts Explains but cannot assess and criticize ideas Clearly unprepared and lacking evidence of reading assignments

Bare Minimum	2 pts	Defines and describes some concepts Unable to explain, assess, or criticize ideas Clearly unprepared and lacking evidence of reading assignments
Unacceptable	0 pt	Refuses to engage in discussion or answer questions when asked Engaged into inappropriate behaviors (using cell phone, social media, visiting irrelevant websites) Not present

Exams

Two exams will be held: One at mid-term and the other during the final exam day. The exams will cover the issues discussed in the assigned readings and in class.

Essays

Three essays will be written covering various topics discussed in class. Topics will be assigned throughout the semester. In these essays, students are asked to write 3-4 pages (typewritten, single space, 1-inch margin on all sides, Times New Roman, size 12) discussing the topic at hand. Each essay is expected to include information obtained from class discussions, readings provided in the course, as well as other materials obtained outside of normal class operation. Each essay should summarize these materials and include a personal assessment by the student regarding its “impact – role – relationship” within the tourism system.

Smart Tourism Design Project

This is a group assignment which is comprised of two steps. **First, a proposal** is submitted which describes the proposed project in terms of basic ideas, foundations, and potential implications (1-2 pages). Second, the team will propose a tourism experience design project (approximately 15 – 20 pages double-spaced) which addresses the following issues:

1. First, describe in detail and explain why you have chosen this *setting*. Identify and describe the overall area of interest (setting) such as a special event, restaurant, concert, etc. where you are interested in designing a *new experience*.
2. Then, identify and discuss each of the phases that you will go through in designing the *new experience*. As part of this discussion, please identify and explain the elements of design that will be considered, the basic assumptions regarding the design process, and the role of the visitor. Also, identify the *product* or *outcome* of each phase of the design process. Based upon this analysis, please develop a *blueprint* relating design and the various aspects of the tourism experience.
3. Describe the new design, making certain to include each of the aspects of design discussed in the class.
4. Finally, identify and describe various strategies you would use to collect data to provide input into the operation and/or evaluation of the proposed design.
5. **At the end of the semester, students will be asked to present in class a poster presentation of their Smart Tourism Design Project.** The allocated time will be decided depending on the number of student groups.

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Your presentation and poster will be assessed using the following criteria:

1. **Creativity:** Overall creativity and innovation of the proposed design.
2. **Content:** Quality and depth of understanding of the touristic experience. Clear, concise, and well-structured discussion of proposed design in terms of experiences supported, expected outcomes, etc.
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	8 - 9	Tourism System Level II: Tourism businesses – organizations	Theories related to various management decisions within tourism firms/organizations	<i>Overview of measures:</i> 1. Marketing/advertising 2. Innovation 3. eCRM
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Examples of Potential SMART Cities, Attractions & Theme Parks Projects

Area of focus	Analyses supporting applications	Design projects might include new ways to communicate with potential travelers, new tools for providing directions, new processes for supporting sustainable places, etc.
1. Traveler decision making	1. Website log files/data linking/trip analysis	
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3. Visitor flow analysis	3. Gravity models/econometric models/GIS	
4. Recommender systems	4. Decision trees – case-based logic	
5. Branding – brand equity analysis	5. Semantic analysis	
6. Disaster tracking (using google, twitter, etc.)	6. Crowd sourcing - network analysis	
7. Benchmarking – competitiveness	7. Importance/performance analysis - DEA	

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