

COURSE SPECIFICATION

Name of institution Mahidol University
Campus/faculty/department International College

Section 1 General Information

1. Course code and course title

Thai	ICTB 341 มัคคุเทศก์และการสื่อความหมาย
	ICHI 331 มัคคุเทศก์และการสื่อความหมายมรดกวัฒนธรรม
English	ICTB 341 Travel guide and interpretation
	ICHI 331 Tour guiding and heritage interpretation

2. Number of credits 4 (3-2-7)

3. Curriculum and type of subject

3.1 Curriculum	Offer in every curriculum at the undergraduate level
3.2 Type of Subject	Elective course, Tourism and Hospitality Management Division

4. Responsible faculty member Asst. Prof. Sompong Amnuay-ngerntra (PhD), full-time faculty member at Mahidol University International College, Mahidol University Contact address: sompong.amn@mahidol.edu
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5. Trimester

5.1 Trimester	Trimester
5.2 Number of students	30 students

6. Pre-requisite ICTB 201 Introduction to Travel and Service Business/
 ICHI 202 Introduction to Hospitality and Tourism Industry

7. Co-requisite None

8. Venue of study Mahidol University International College, Salaya campus

Section 2 Goals and Objectives

1. Goals

To enhance students' skills in delivering interpretative services at heritage attractions in Thailand. Students will be cultivated to understand theoretical concepts of interpretation for cultural heritage by creating a content analysis for tourist icons/attractions in their neighborhood and learning techniques for creative visitor experiences.

2. Objectives of development/revision

To revise course in order to be up-to-date and relevant to the rapid change of the tour guiding sector. This course aims to provide knowledge and abilities as follows:

1. To understand complex and multifaceted roles of tour guiding.
2. To introduce the students to the key concepts of interpretation in tourism.
3. To create a positive and memorable travel experience through interpretation and storytelling.
4. To discuss current trends of tour guiding in the digital age.

3. The principles of the Global Code of Ethics (GCE)

Under THM curriculum, we define the code of ethics into three levels

- 1) Fundamental rules and regulations- Following MUIC students' code of conduct, academic integrity and honesty;
- 2) Professionalism;
 - Generic professionalism (teamwork, courtesy, service attitude, cultural awareness, team responsibility)
 - Specific industry professionalism (Hotel & Restaurant, MICE& Event, Tourism)
- 3) Social responsibility (community and cultural awareness, sense of protection, indigenous sensitivity, sustainable decisions/solutions);

This subject serves code of ethics level ___1 and 3___ by:

- Ensuring students follow the MUIC students' code of conduct on grooming, punctuality and academic integrity and honesty when they attend the course;
- Incorporating in the concept of social responsibility. Students will be informed about the expected and acceptable social responsibility when conducting their assignment. Community and cultural awareness are embedded in the course content as part of the subject requirement. Evaluation with clear criteria will be applied.

Section 3 Course Management

1. Course descriptions

CLOs	Teaching and learning experience management				Learning outcomes measurements				
	Lecture	Discussion	VDO	Field trips	Final exam	Short essay	Individual presentation	Individual VDO clip	Practical test
CLO4	✓	✓	✓	✓	✓	✓			
CLO5							✓	✓	✓

Section 5 Teaching and Evaluation Plans

1. Teaching plan

Day	Topic	Hours	Online session	On-campus	Teaching methods/multimedia	Lecturer
Apr 22	Overview of tour guiding in Thailand	3	✓		Interactive lectures	SPA
Apr 29	Roles and competencies for tour guiding; Pros and Cons of Tourist Guide Career	3	✓		Interactive lectures	SPA
May 6*	Escort Psychology and Managing the Unexpected	3	✓		Interactive lectures	SPA
May 13	Tour guiding and sustainability	3	✓		Lectures and Practical presentation in class	SPA
May 19	Practical test in Samut Songkram and Ratchaburi					
May 20	Tilden's Principles of Interpretation	3	✓		Lectures and presentation in class	SPA
May 27	Sam Ham's TORE model and creating an interpretive theme	3	✓		Lectures and Practical presentation in class	SPA
Jun 3	Factors shaping positive visitor experiences: Creating visitor experiences through interpretation	3	✓		Lectures and presentation in class	SPA
Jun 10	Digital transformation on tour guiding sector	3	✓		Lectures and presentation in class	SPA
Jun 17	Online travel marketplace: A case of TakeMeTour	3	✓		Lectures and presentation in class	SPA
Jun 24	Free Walking Tours: A new way to discover cities	3	✓		Lecture and Practical presentation in class	SPA
Jul 1	Tour guiding and community-based tourism development	3	✓		Lecture and Practical presentation in class	SPA
Jul 7	Onsite practical test in Ayutthaya					
Jul 8	Tips for travel influencers and class review	3	✓		Lectures and presentation in class	SPA
Jul 15	Final Exam	2				SPA

1. Evaluation plan

Expected outcomes	Methods / Activities	Due Date	Percentage
5	Practical test in Samut Songkram and Ratchaburi	May 19, 2024	15%
2, 8	Individual storytelling and interpretation	See the attached work sheet	20%
2, 5, 8	Destination promotional video	Jun 10, 2024	15%
2, 5, 8	Practical test in Ayutthaya	Jul 7, 2024	15%
	Class attendance and participation		5%
2, 5	Final examination	July 15, 2024 (12:00 – 13:50)	30%

Assessment Item 1

Type of assignment: Practical test I

Topic: Local charms in Samut Songkram and Ratchaburi

Weighting: 15 percent

Length/duration: Maximum 10 minutes

Due date: May 19, 2024

Description:

You are required to deliver interpretive services to visitors at the Coconut Farm House and Bang Noi Marketplace in Samut Songkram and Na Saththa Cultural Park in Ratchaburi. Importantly, you should study the historical background of the chosen site and interpret heritage values of its cultural landscape by telling a unique story of the site namely historical background, Thai ways of life, Buddhist philosophy and concepts, Thai arts and Buddhist culture, and prominent figures in Thailand and Asia.

Assessment Item 2

Type of assignment: An individual presentation

Topic: Storytelling and interpretation

Weighting: 20 percent

Length/duration: Minimum 15 minutes for individual presentation

Due date: See an attached worksheet to be provided in class

Description:

This assignment aims to develop your **interpretation skills** through **storytelling with pictures**. You should display a series of pictures that you have chosen for your presentation. Bear in mind that you should **NOT type in PowerPoint text boxes**. Based on **your direct experiences or passion**, the topic should be of interest to audience members. Therefore, you should think harder about the concept or story of your chosen **place, people, cultural material, or phenomenon in Thailand**. Suggested topics are listed below.

- Local geography and culture
- Ways of life or culinary art
- Traditional beliefs
- Political issues
- History

Before making a selection of any topic, it is worth considering these following questions.

- What topic have you selected for presentation and why?
- How **important or interesting** of the chosen heritage site/icon in terms of aesthetic, historic, social or scientific values? (The level of significance for the chosen topic)
- What is the objective of your presentation? Who are the target audiences?
- **The quality of pictures** that you deliver the message to the audiences.
- **How to engage the audiences?**

Presentation Marking Criteria

- Structure-Introduction (Clear statement of purpose & scope)
- Structure-Main body (logical flow/sequence)
- Clarity/Articulation
- Characteristics and ability to maintain audience attention (eye contact, etc)
- Audio-visual support material
- Structure-Conclusion
- Ability to respond to questions

Assessment Item 3

Type of assignment: Destination promotional video (team work)

Weighting: 15 percent

Length: Maximum 3 minutes for the clip

Due date: **Jun 10, 2024** at 17:00 (Promotional travel video is submitted to Google Drive). Late submission will result in a deduction of 3 scores each day.

Description:

This project aims to develop your storytelling skill as a travel vlogger. You are advised to make a travel video with no more than 3 minutes– a place must be in Thailand. Given as a tourist guide, your travel video should feature **a unique story** of a tourist attraction or tourism activities where people, culture, and landscapes giving an interesting presentation. The video **MUST** clearly display your picture, your interpretive skills, your name & student ID, an attractive title, and an English subtitle interpreting the messages.

Video marking criteria

- Originality of your own photography or video.
- Creative and unique interpretation of the theme (story)
- Clarity of message with storyline
- Organisation of content - concise, precise and well designed
- Audio/visual quality: sound and visual elements coincide with the video's message
- Video meets the time requirement of less than 5 minutes.

Assessment Item IV

Type of assignment: Practical test II

Topic: Outstanding temple in Ayutthaya

Weighting: 15 percent

Length/duration: Maximum 10 minutes

Due date: Jul 7, 2024

Description:

You are required to deliver interpretive services to visitors at Bang Pa-In Palace and Ayutthaya Historical Study Center, Ayutthaya. Importantly, you should study the historical background of the chosen site and interpret heritage values of its cultural landscape by telling a unique story of the site namely historical background, socio-political systems, Buddhist philosophy and concepts, local culture, architectural representation, and monarchy in Ayutthaya period.

ASSESSMENT CRITERIA FOR CLASS PARTICIPATION (5%)					
Assessment Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Very poor (D to D+)	Fail (F)
Participation in class discussion –	Often participated in class activities, answered questions and posed thoughtful questions without teacher prompting.	Sometimes participated in class activities, and answered questions when called upon by teacher.	Occasionally participated in class activity; responded to teacher questions.	Rarely participated in class activity; rarely responded to teacher questions.	Never participated in class activity; did not respond to teacher questions.
Expressed opinions & ideas –	Frequently expressed own ideas and opinions and showed creative and analytical skills.	Sometimes expressed ideas and opinions and showed some creative and analytical skills.	Occasionally expressed ideas and opinions.	Rarely expressed ideas and opinions.	Never expressed ideas and opinions.
Total for this assessment to be added to other subject assessments to give an overall grade for the subject from A-F.					

ASSESSMENT CRITERIA FOR EXAMINATION (30%)					
Assessment Criteria	Excellent (A)	Good (B to B+)	Fair (C to C+)	Very poor (D to D+)	Fail (F)
Knowledge and comprehension	Demonstrated comprehensive knowledge and understanding of the subject.	Demonstrated good knowledge and understanding of the subject.	Demonstrated satisfactory knowledge and understanding of the subject.	Demonstrated a very limited knowledge and understanding of the subject.	Demonstrated very poor knowledge and understanding of the subject.
Application	Demonstrated substantial application of concepts to solve simulated airline management problems.	Demonstrated clear application of concepts to solve simulated airline management problems.	Demonstrated satisfactory application of concepts to solve simulated airline management problems.	Demonstrated very limited ability to apply concepts to solve simulated airline management problems.	Unable to apply concepts to solve simulated airline management problems.
Analysis	Demonstrated clearly the ability to analyze and draw appropriate and inventive conclusions.	Demonstrated good effort in analyzing and drawing conclusions.	Satisfactory evidence of analyzing and drawing conclusions.	Minimal evidence of analyzing and drawing conclusions.	Inability to analyze and draw conclusions.

Grades

Grade	Achievement	Final Score (% range)	
A	Excellent	90-100	4.0
B+	Very Good	85-89	3.5
B	Good	80-84	3.0
C+	Fairly Good	75-79	2.5
C	Fair	70-74	2.0
D+	Poor	65-69	1.5
D	Very Poor	60-64	1.0
F	Fail	Less than 60	0.0

Section 6 Teaching Materials and Resources

1) Texts and main documents

- Amnuay-ngerntra, S. (2013). Creating a Deep Heritage Interpretation: A Case Study in Thailand, *Tourism: An International Interdisciplinary Journal*, 61(1): 73-80.
- Čampelj, M. (2019) The Importance of tour guides as responsible tourism Facilitators. <https://sustainability-leaders.com/maja-campelj-interview/>
- Dos and Don'ts for tourists: How to be a responsible traveler in Myanmar. https://tourism.gov.mm/wp-content/uploads/2019/03/DND_2_English_MOHT_18122018_compressed.pdf
- Frenzel, F. & Blakeman, S. (2015). Making slums into attractions: The role of tour guiding in the slum tourism development in Kibera and Dharavi. *Tourism Review International* 19: 87-100.
- Gardiner, S. and Dolnicar, S. (2021) Airbnb's offerings beyond space – before, during and after COVID-19, in S. Dolnicar (Ed.) *Airbnb before, during and after COVID-19*, University of Queensland DOI: 10.6084/m9.figshare.14204546
- Hu, W. & Wall, G. (2012). Interpretative guiding and sustainable development: A framework. *Tourism Management Perspectives*, 4: 80-85.
- Interpreting tips for guides – The TORE method. <https://www.beabetterguide.com/interpreting-tips-for-guides-the-tore-method>
- IUCN Nature and Heritage Interpretation Workshop https://www.iucn.org/sites/dev/files/import/downloads/iucn_nature_heritage_interpretation_report_outcomes_june2014.pdf
- Larsen, D.L. (2003). *Meaningful Interpretation: Interpretive Themes*. Washington DC, Eastern National. https://www.nps.gov/parkhistory/online_books/eastern/meaningful_interpretation/index2.htm
- MARÍA DEL PILAR LEAL LONDOÑO & F. XAVIER MEDINA (2018). Tourism and the collaborative economy: The case of free walking tours in Barcelona. *Cuadernos de Turismo*, 41: 687-689
- Pros and Cons being a tour guide. <https://thenextfind.com/pros-cons-of-being-tour-guide/>
- Santiago Melián-González, Jacques Bulchand-Gidumal & Inmaculada González Cabrera (2019): Tours and activities in the sharing economy, *Current Issues in Tourism*, DOI: 10.1080/13683500.2019.1694870
- Song, Q., & Feng, W. (2021). “Interests- based local experience tourism: A new tourism product design in China” in *Open Journal of Social Sciences*, <https://doi.org/10.4236/jss.2021.94030>
- Tilden, Freeman (1977) *Interpreting Our Heritage*, 3rd Edition, Chapel Hill: University of North Carolina Press.
- Vereka, J. (n.d.) Creating Interpretive Themes for Heritage Tourism Sites and Attractions www.heritageinterp.com/creating.htm
- Weiler, B. & Black, R. (2014) *Tour guiding research: Insights, Issues and Implications*, Channel View Publications.
- Weiler, B. & Walker, K. (2014). Enhancing the visitor experience: Reconceptualising the tour guide's communicative role. *Journal of Hospitality and Tourism Management*, 21: 90-99.

2. Documents and important information

- 1) *Sawasdee* Inflight Magazine by Thai Airways International
- 2) Slide Presentation Handout
- 3) Case Studies

3. Documents and recommended information

- 1) Reading materials
- 2) Case Studies

Section 7 Evaluation and Improvement of Course Management

- 1. Strategies for effective course evaluation by students**
 - Peers evaluation by students after course is ended. This is to provide comments and suggestion on course content and course management.
- 2. Evaluation strategies in teaching methods**
 - Student evaluation
- 3. Improvement of teaching methods**
 - Peers observation by other lecturers in class
 - Brainstorming workshop for course improvement with other lecturers
- 4. Evaluation of students' learning outcome**
 - Analysis of students' learning outcomes by using scores from class attendance and participation, group discussion activities, assignments, term project and presentation
- 5. Review and improvement for better outcome**
 - Course reviewing workshop with lecturers after trimester finish to improve for future trimesters
