

## **TRMH\*6310 Research Applications in Tourism and Hospitality W (0.5)**

### **General Course Information**

**Instructor:** Stephen Smith  
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**Office Location:** MACS 126  
**Office Hours:** By appointment  
**Department/School:** School of Hospitality, Food, and Tourism Management

**TAs:** None

**E-mail:**  
**Office Location:**  
**Office Hours:**

**Class Schedule:** Tuesday 2:30 pm – 5:20 pm

**Room:** MACS 235

**Pre-requisites:** None

**Co-requisites:** None

### **Course Description**

This course will enhance your ability to choose and use selected common analytical techniques in tourism and hospitality research. We will examine a number of tools useful for answering research questions as well as critically examine the nature of research questions in hospitality and tourism. These tools will represent a range of both subjective (“qualitative”) and empirical (“quantitative”) research techniques. The course is intended to help you understand the nature of research questions, the nature of models and theories. The strengths and limitation of the tools examined will be explored as well as how to interpret the results.

Research is about asking and answering questions. So a central concern of the course will be on the nature of research questions and what constitutes a good research question.

Isaac Newton, perhaps the most influential scientist of all time, observed that if he had seen further than his contemporaries, it was because he had stood on the shoulders of giants, *i.e.*, he benefitted from the wisdom and contributions of previous thinkers.

We will climb upon the shoulders of giants. In other words, we will consider what makes for a good research question, how to read research (usually journal articles) for a literature review, and consider some basic social science concepts such as epistemology and theory. We will also look, briefly, at primary versus secondary sources of data.

Questionnaire design and sampling are common in much hospitality and tourism research, so we will explore these in particular as well as the statistical concept of significance. Next, we will then to a selection of other techniques, both empirical and subjective, that are useful in hospitality in tourism research. We conclude with a brief look at how to communicate the results of our research to potential audiences.

## **Course Learning Outcomes**

After successfully completing this course, you will be able to:

- ✓ Describe the nature of research and research problems in tourism and hospitality and how they differ from other types of problems
- ✓ Describe the uses, assumptions, strengths and weaknesses, and specific procedures of a selection of tools
- ✓ Articulate the differences between empirical and subjective research design
- ✓ Design an effective questionnaire, select an appropriate sample size, and estimate sampling significance in statistical results
- ✓ Describe some basic principles in preparing a research presentation or paper

### **Knowledge and Understanding:**

- 1) Demonstrate in-depth knowledge of the nature of research in hospitality and tourism
- 2) Develop a critical understanding of the nature of hypotheses and theory in tourism and hospitality research
- 3) Describe the strengths and limitations of empirical versus subjective research designs
- 4) Conduct a critical literature review as part of developing a research proposal

### **Discipline/Professional and Transferable Skills:**

- 5) Design an effective questionnaire
- 6) Describe alternative sampling designs
- 7) Estimate an appropriate sample size for a proportional sample
- 8) Critically discuss the uses and limitations of statistical significance
- 9) Enhance visual and oral communication through a variety of media including speaking, posters, PowerPoint

### **Attitudes and Values:**

- 10) Appreciate the role of research in decision-making
- 11) Understand the importance of literature reviews and critical thinking in research
- 12) Understand the role of professional research associations in tourism and hospitality
- 13) Assess professional values and standards in the utilization of research

## Required Readings:

*Practical Tourism Research*. SLJ Smith (2010) CABI. Wallingford, UK. I will provide you with digital copies of the relevant chapters so you need not buy the book.

Additional readings are identified below. Other readings may be provided during the course of the term via D2L or direct e-mail to you. Be prepared to discuss all readings in class.

## Schedule:

<u>Date</u>	<u>Topic</u>
Jan 6	Course introduction
Jan 13	The nature of tourism research (Chap 1) - Epistemologies, hypotheses, theory  Smith, S.; Xiao, H.; Nunkoo, R.; and Tukamushaba, E. 2013. Theory in Hospitality, Tourism, and Leisure Studies. <i>Journal of Hospitality Marketing and Management</i> . 22:875–894.
Jan 20	How to plan a research project (Chap 2) - Literature reviews - Sources of data  Summarized from multiple sources. 2015. <i>Points to Think About When Reading the Results of a Survey</i> .
Jan 27 – Feb 3	Questionnaire design and sampling (Chaps 3 & 4)  Higgs, M. 2013. Do We Really Need the S-word? <a href="http://www.americanscientist.org/issues/num2/2013/1/do-we-really-need-the-s-word/1">http://www.americanscientist.org/issues/num2/2013/1/do-we-really-need-the-s-word/1</a>  Wainer, H. 2007. <a href="http://www.americanscientist.org/issues/num2/2007/3/the-most-dangerous-equation/7">http://www.americanscientist.org/issues/num2/2007/3/the-most-dangerous-equation/7</a>
Feb 10	Introduction to subjective research  Cresswell, J.; Hansen, W.; and Clark, V. 2007. Qualitative Research Designs: Selection and Implementation. <i>The Counselling Psychologist</i> 35:236-264.  Turner, D. 2010. Qualitative Interview Design: A Practical Guide for Novice Investigators. <i>The Qualitative Report</i> . 15 (3):754-760.
Feb 17	<b>Reading Week – No class</b>
Feb 25	Personal interviews and focus groups (Chap 5)
Mar 4	Indices and scales (Chapter 6)  Landry, A.; Jacobs, S. and Newton, G. 2014. Effective Use of Peer Assessment in a Graduate-Level Writing Assignment: A Case Study. <i>International Journal of Higher Education</i> . 4:38-51. [Focus on Figure 1]

Mar 11	Metrics for decision-making (Chapter 7)
Mar 18	Content analysis (Chapter 9)
	Buzinde, C.; Santos, C.; and Smith, S. 2006. Ethnic Representations: Destination Imagery. <i>Annals of Tourism Research</i> . 33:707-728.
	Hayes, B. 2014. <i>Belles Lettres Meets Big Data</i> . <i>American Scientist</i> , July-August 2014, 102 (4): 262-265.
Mar 25	Preparing a research report/presentation (Chapter 10)
	Smith, S. 2015. <i>Writing Well</i> . Unpublished.

### Assessment:

Assignment	Weight	Description	General theme
1	25%	<ul style="list-style-type: none"> <li>Select two research journal articles that utilize two different epistemologies. Check with me before you begin writing for approval of the articles.</li> <li>Identify the epistemologies used, describe the questions explored, and the data sources utilized.</li> <li>If the author explicitly claims to use a theory, what is the theory, and which of the seven types is it? <i>NB</i>: You do not need present the results.</li> </ul>	Nature and use of epistemology
2	25%	<ul style="list-style-type: none"> <li>Questionnaire design: see hand-out for assignment description</li> </ul>	Demonstrate knowledge and skills associated with this method
3	25%	<ul style="list-style-type: none"> <li>Article assessment. See hand-out on general guidelines for the critical assessment of research articles.</li> </ul>	Methods for literature reviews
4	25%	<ul style="list-style-type: none"> <li>Content analysis: see hand-out for assignment description</li> </ul>	Demonstrate knowledge and skills associated with this method

## **University Policies**

### **Academic Consideration**

*When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the Graduate academic calendar for information on regulations and procedures for*

Academic Consideration: [https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec\\_d0e1493.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1493.shtml)

### **Academic Misconduct**

*The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.*

*University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.*

*The Academic Misconduct Policy is detailed in the Graduate Calendar:*

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

### **Accessibility**

*The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.*

*For more information, contact CSD at 519-824-4120 ext. 56208 or email [csd@uoguelph.ca](mailto:csd@uoguelph.ca) or see the website: <http://www.csd.uoguelph.ca/csd/>*

### **Drop-date**

*The last date to drop one-semester courses, without academic penalty, is Friday, January 9, 2015. For regulations and procedures for Dropping Courses, see the Schedule of Dates:*

<https://www.uoguelph.ca/registrar/calendars/graduate/current/sched/index.shtml>