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E-LEARNING MODEL AS AN ALTERNATIVE TO TRADITIONAL TEACHING IN TOURISM EDUCATION AFTER THE PANDEMIC

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Abstract: In the world and in Mexico, the transformation of traditional teaching has been important due to the pandemic, which caused teaching to be hybrid or 100% online in most organizations, and many teachers to improvise. with the use of ICTs for this type of teaching. In this sense, the research starts from the quantitative approach using the descriptive and exploratory method; aimed at evaluating the perception of students from traditional teaching to an e-learning method university tourism. With results that show that it is directed to the development of cognitive skills, which allow a revolution in pedagogical practice with the application of ICT's.

Keywords: ICT, contemporary models, tourism education, pedagogical practices.

INTRODUCTION

At this time, worldwide there is a succession of changes in daily life, coming from the pandemic caused by the SARS-CoV-2 virus, known as COVID-19, the transformation is found in all areas; mainly one of the changes was in teaching at all levels, so it is transcendental to assess the perception of students before this transformation of teaching. Therefore, a traditional education in the classroom must be constituted and transformed with a face-to-face and virtual system, through the use of Information and Communication Technologies "ICT", which condescend to maintain educational quality, in this sense, in Teaching in the tourism sector is very important, given the need to establish strategies so that graduates of this career have the skills required for their work and personal lives.

In order to face the great contemporary challenges, the urgent need to transform the support system made up of interrelated subsystems that are: programs and study plans, the educational institution, the administration, program coordinators, those in charge of technical support, has been externalized, the teaching staff, the students among others; significantly modifying the face-to-face or traditional way of working to remote collaborative work for the fulfillment of the institutional objectives (internal and external), of the student and of the labor market to achieve the application of the educational model 4.0.

Through this research, it is based on the information collected from students in tourism obtained by the Secretary of Tourism in 2019 in Mexico, where it had a total of 120,000 tourism and gastronomy students, 1,224 university programs, with 142 different names of which the 79% are taught in private institutions and 21% in public schools; 38% of the graduate profile is integrated by Tourism Business Management programs, followed by Gastronomy with 37%, Tourism Planning and Development 22%, and the remaining 3% is distributed between Alternative Tourism and Administration of institutions/Hospitality (Secretaría de Turismo, 2019); Therefore, it is significant to consider the perception of the student population, with respect to this new modality of teaching, which is why the present investigation is based on the assessment of the adaptation of the teaching of tourism at the undergraduate level from an e-model. learning, from the perspective of the recipients of this educational service.

METHOD DESCRIPTION

This research is pointed out as a primary object, the evaluation of the perception of students in tourism against the adaptability of a traditional teaching model to an e-learning model in university tourism in the face of the new normality. The research summary is divided into five stages:

1) the state of the art is reviewed through the review of academic literature, in relation to the evolution of the use of ICT in education

and contemporary models of distance and online education;

2) the quantitative, descriptive and exploratory methodology is established, with the aim of answering the initial question of this research work: Is it efficient to adapt the traditional education system to the e-learning model in university tourism education between the new normal? For this stage, a statistical instrument with 19 items was designed and applied, establishing the universe of study, considering the data from the SECTUR of June 2019, in relation to the student population of programs related to university tourism education, a total of of 274 surveys which were applied virtually in different educational institutions, both public and private, located in Mexico City and the State of Mexico.

3) this stage includes the analysis of the results that were obtained in the application of the designed instrument;

4) includes the discussion of the analysis of the information obtained in relation to the review of the literature together with the results,

5) Finally, the conclusions of the investigation are presented.

DISCUSSION

The scholarships formulated by Román (2015), unite the extensions or factors that positively affect the teaching-learning processes, which range from access to ICT and adequate infrastructure, to the evaluation of the benefit of these in their contributions. to learning. UNESCO formulates conditions of pedagogical skills so that the genealogies of pedagogical practices with ICT-supported methodologies can be observed in the teacher's classroom work, the latter being imagined as: "those that burst the new technological tools to achieve autonomous learning in students that motivates them to

be in permanent learning throughout their lives" (Palomo, Ruiz & Sánchez, 2005, cited by de Pablos & Jiménez, 2007). In such a way, that the methodologies establish a variety of scenarios, which can be validated between institutions and the training activities that are carried out, in order to form an interaction in the teaching-learning processes.

While in the pedagogical models the dual model created by Daimler-Benz in Germany in the 1970s (Fernández, Romero, & Raygoza, 2016) is reached and considered as an option to reduce the gap between the university and company (Goe Rojas Hernández, 2015) this model is based on learning by competencies with curricular, humanistic and technological training; its perspective is philosophical, epistemological, psycho-pedagogical and socioeconomic (Fernández, Romero, & Raygoza, 2016); The "full online" or 100% online model establishes a disparity in distance education that arises in response to the training needs of both communities and people who have difficulties accessing traditional educational training (Yung, Nagle, Mejía, & Chaparro, 2017) breaking down the space-time barriers of traditional educational models, which have allowed the enrollment of a greater number of students in private and public institutions; or the hybrid or "blended" model that emerged in the 90's (Ramírez, 2015) is based on currents of constructivism, cognitivism and humanism (Turpo, 2013), as a strategy for the generation of professional skills, as well as as the promotion of meaningful learning, since it combines teaching methods and resources that combine the face-to-face part with distance classes (Bartolomé, 2004), is characterized by its easy access, flexibility and cost reduction (Turpo, 2013), the which has been valued byuniversity Institutions (HEIs), establishing that distance education has superseded the face-to-face modality,

creating great challenges and reflecting on creating learning proposals with greater flexibility, as well as the possibility of exploring hybrid learning or blended, in order to combine teaching synchronously and asynchronously (Marinoni, Van't & Jensen, 2020).

Based on these concepts, the essential elements, actions or ways of proceeding that the teacher designs and prepares in didactic planning are gathered (Díaz, Hernández, & Hernández, 1998). In this sense, López, Lugo and Toranzos (2014) agree with "several reports and evaluations in relation to the new opportunity represented by the incorporation of ICT in the redesign of the school format, looking at the school format implies, among other issues, address features such as: didactic contact between teacher and student, learning planning, didactic transposition of knowledge, defined didactic time, distribution of spaces, rules of coexistence and evaluation criteria "(Lopez et al., 2014).

There are different educational platforms, including Microsoft Teams, Blackboard, Google Classroom, Moodle, Zoom and Meet, which have evolved significantly over time to adapt to the challenges of the various existing distance education models; now they have multiple tools to facilitate synchronous and asynchronous work between teachers and students; For the first case, virtual classrooms can be created that allow the sharing of presentations, images, PDFs, videos, applications or screens, polls and work groups; Regarding asynchronous work, you can share work units, resources such as readings, videos, evaluation rubrics, calendars, forums, messages, creation of work groups, wikis, retention centers, among many others.

The derivations that the applied instrument gave are comparable with the expected characteristics that the development of superior cognitive competences supposes, the typology of pedagogical practices with the use of ICT, for which reason the adaptability of a traditional teaching model to an e-model learning in university tourism education in the face of the new normality, is being implemented empirically by the majority of teachers and they must agree to the following precepts:

• Clarity of disciplinary and technological learning to achieve: During the pandemic, technological resources have also had to adapt, optimizing the tools of virtual learning platforms to try to emulate a traditional classroom and facilitate teaching activity; In this regard, it can be mentioned that the most used is Teams, followed by Zoom and finally Meet. The use of virtual platforms has represented necessary tools to obtain learning in the face of the new normality that arose from the pandemic during the year 2020, achieving the end of full online education, which is to break the space-time barriers of traditional educational models.

• Transfer of concepts and contents of the subsector: It can be observed that educational institutions mainly offer subjects related to even semesters for the first half of the year and odd semesters for the second annual period, which allows them to optimize resources, mainly those of cutting economic. One of the limitations observed in this new model is that it restricts practical subjects, given that it is virtually impossible to develop in students the skills required for issues related to the provision of tourist services, since on many occasions They are generated exclusively in person, in laboratories and/or through professional practices.

• Teaching assumes the context and characteristics of the group: It is possible to perceive that the majority ofuniversity students, both from CDMX and the State of Mexico, have internet service, which facilitates

distance education or e-learning, optimizes the use of information technology (ICT), overcoming space-time barriers, as well as access to learning platforms 24/7. Virtuality has represented that communication channels are diversified among the students themselves, as well as with teachers.

• The use of the resource encourages and supports the learning sought: The survey yielded results where it can be inferred that students have had to generate their own strategies to participate in remote activities with teachers, considering the possibility of resorting to alternate spaces in case of failures in your internet service. The limitation in accessibility are failures in the Internet connection, since its presence on a daily basis continues to be a reality and for the development of an education with an e-learning model, it represents an area of opportunity of considerable importance.

• Clear instructions for the use of ICT (modelling): Currently, traditional teaching continues to be promoted as can be seen in the applied instrument, students mention that during the pandemic only academic activities were adapted with classroom hours in a way that remote and only a fifth of the students identify their education with a blended model, that is, a part of their training is carried out with the presence of the teacher and the rest of their activities through a learning platform. Therefore, this characteristic represents an area of improvement of the teaching-learning processes in the new e-learning model of university tourism education in the face of the new normality.

• Coherent, sequential and articulated activities between discipline and technology: Within the characteristics of emerging pedagogies, the existence of different types of students have been identified, among which are visual, auditory, kinesthetic, etc., That is why in teaching practice various strategies are used to stimulate the teaching-learning process. The survey shows that the most used during the pandemic are concept maps, mental maps, essays, summaries and videos, but there is also a lack of coherence in the instructions or unclear indications for its preparation.

• Permanent supervision and differentiated support: At present, reference is made to the multiple benefits represented by the integration of ICTs in education, it is also important to mention that distance learning during the pandemic has identified the presence of various obstacles to which students face, such as failures in the internet service, failures in the platform and failures in their computer, in addition to some other difficulties that are related to the academics in charge of teaching subjects, such as the case of classes that the students consider not very dynamic, without omitting those related to the students, such as carrying out other tasks, while the teacher is teaching, the student sometimes does not understand the teacher with what he explains, falls asleep and loses interest in the classes are h; coupled with the different types of distractors that were questioned in the applied instrument, such as cell phone use (32%), family or external noises (31%), social networks (18%), internet (11%) and television (7%).

• Student review of their achievements and mistakes, and teacher feedback: It can be alarmingly inferred that only 2% of students from both public and private institutions rate their learning during the pandemic as excellent, while 51 % of them as regular, and 15% as bad, with the last 2 figures it must be emphasized that despite the invaluable effort made by educational institutions to not stop their activities due to the pandemic and all the human effort made, as well such as the integration of ICT to the teaching-learning processes remotely, it has not been possible to capture the student in such a way that their

experience is significant for their cognitive development, with the differentiating element "the role of the student", starting from the perspective that the teacher is the facilitator of learning and that according to López et. all (2014) responsible for the didactic contact between teacher and student, learning planning, didactic transposition of knowledge, defined didactic time, space distribution, coexistence rules and evaluation criteria; but leaving the responsibility of building their knowledge through the self-creation of content in the hands of the students.

• Development of superior technological and disciplinary skills; High motivation and participation: The survey shows that the majority of the population of university tourism students have between 4 and 8 hours of classes a day, which is closely related to the traditional educational model that is still the most used with the pandemic, this time could be reduced if the application of a blended methodology accompanied by a flipped classroom strategy is used. This characteristic represents one of the biggest challenges within the new normality for tourismuniversity.

• The findings obtained in the last two items of the applied survey show that 30% of the students think that it is not at all probable, 28% as probable and 26% as unlikely to recommend their professional development in a mixed way after the end of the pandemic.

CONCLUSIONS

The transformation of education has been important and more because of the conditions in which the SARS-CoV-2 pandemic has symbolized a demonstrative change in the teaching-learning methods of HEIs, which have been forced to redirect their models from traditional teaching to new teaching models to adapt to the normality that has arisen from this pandemic. The case of tourist HEIs have not been exempt from this reality. The great challenges of these institutions have been significantly focused on the need to modify their institutional support systems and subsystems such as: study programs and plans, the management and administration of the institution itself, the academic management and coordination of educational programs, the faculty, the students, not to mention the institutional technical support. The role of each of these educational actors in their performance in a synergistic way has been forceful for the operation of the teaching-learning system of each institution, managing to overcome spatial barriers with the model trying to adapt traditional classrooms to the full on model. line, however, according to the instrument applied during the pandemic, only the academic activities were adapted with the classroom hours remotely, which makes teacher training and the instructional design of the subjects a priority in order to achieve the objective of the methodologies that integrate ICT, which is to ensure that students have autonomous learning that motivates them to be in permanent learning throughout their lives" (Palomo, Ruiz & Sánchez, 2005, cited by de Pablos & Jiménez, 2007).

It is also important to highlight that for tourist educational institutions, the concept of education under the dual model cannot be eliminated, which allows the reduction of the university and business gap, since it is virtually not possible to develop in students the skills required for topics related to the provision of tourist services, since on many occasions they are generated exclusively in person in laboratories and/or through professional practices.

The importance of the use of ICTs is fundamental in the training process of the new generation of students, providing the way for "new models" and "strategies" of

teaching-learning, which are increasingly directed towards the active participation of the students, which moves away from the traditional teaching system to the contemporary educational model, generated debate for a "methodological change", for new "pedagogical models" and interactive practices based on dialogue; all these issues that are beyond the use of new or old technologies and that gained strength from the SARS-CoV-2 pandemic, since currently, reference is made to the multiple benefits represented by the integration of ICTs to education, but it is also important to mention that distance learning during the pandemic has identified the presence of various obstacles that students face, such as: failures in the internet service, failures in the platform and crashes on your computer; In addition to some other difficulties, which are related to the academics in charge of teaching subjects, such as: the case of classes that students consider not very dynamic, without omitting those related to students, such as carrying out other tasks while the teacher teaches. class, not understanding the teachers, falling asleep and losing interest in classes; coupled with the different types of distractors such as social networks, the internet, cell phones, among others, prevents students from achieving autonomous learning that motivates them to be in permanent learning throughout their lives.

The discoveries made in the last two items of the applied survey show that: 51% of the students indicate that during the pandemic educational effectiveness is regular, 30% good and 14% as bad, therefore, it is inferred that After a year of virtual activities for the new normality, opening a path of great challenges and opportunities foruniversity Institutions (HEIs) that consider creating learning proposals with greater flexibility, as well as the possibility of exploring hybrid or blended learning with the purpose of combining teaching synchronously and asynchronously (Marinoni, Van't Jensen, 2020) in order to improve the current student perception. I base that 30% of the students think nothing probable, 28% as probable and 26% as unlikely to recommend their professional development in a mixed way after the end of the pandemic, which allows us to reflect that for there to be an adequate use of ICT In education, it is necessary to start from scenarios where teachers are trained for its implementation in the classroom, but most importantly, even in the awareness of students in the importance of their active, responsible and committed participation for the generation of significant knowledge, since it is evident that the lack of interest and commitment of the student body will be reflected in a significant academic lag, when incorporating students into the classroom after the critical phase of the pandemic caused by SARS-CoV-2.

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