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CRITICAL LIFELONG LEARNING TOURIST STUDIES FOR THE 21ST CENTURY?

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INTRODUCTION

Universities today bear little resemblance to those of the 1970s and 1980s and several forces continue to shape the future of higher education (HE) (Benckendorff and Zehrer 2017). The impact of globalization, technological advances and geo-political shifts necessitate educational frameworks and programmes that are versatile and efficient in addressing challenges of the current era. Issues of quality assurance standards and international criterion are increasingly important as borders no longer serve to overly limit access and migration flows across cultures. These shifts demand new and flexible approaches which meet the needs of all relevant stakeholders while at same time speak to the wide and diverse range of education parameters being faced in tourism studies in the 21st century.

Traditional approaches of the lecturer/tutor as the centre of knowledge is now less relevant with the need for more flexible and learner centred strategies gaining prominence. Equally, the learner's profile has drastically changed. Hence, education provision has shifted from a strictly formal structure to a more life-span and life-wide approach achieving constructive alignment (Butcher 2015) and access at each level of the education system (Report of the global thematic consultation on education in the post-2015 Development Agenda, 2013).

The need for new ways of thinking about tourist studies is now inevitable. Critical theory of education offers a paradigm with potential to emancipate subjects (Gale and Botterill 2005) and represents a school of thought within contemporary tourist studies (Hollinshead 2004) useful for exploring education and training trends in the 21st century.

CRITICAL EDUCATION THEORY

Classical philosophers of education perceive that education is of central importance to creating better and more fully realized individuals for the good of society and conceive education as a pivotal dimension of social critique and transformation (Kellner 2003). For example, on one hand the classical Greek philosophy of education involved the search for a good life and society embodying human values and tolerance. The focus was on shaping more fully realized human beings. Classical education developed pedagogic practices that allowed for the greatest release of human potential and cultivation of citizens. Hence, education contrived to fit students into the social system and reduce schooling to an instrument of social reproduction. According to Kellner (2003), Greeks developed a primarily aristocratic conception of education. The Romans education, on the other hand, was shaped to meet the needs of that Empire and to expand a universalized conception of culture and citizenship grounded in Roman ideals that provided the basis for the Western conception of humanities. Education for the Romans involved education and instruction, in which the teacher was to train children much as the horticulturist cultivated plants (Kellner 2003). The result was an idealized version of Western education in which the teachers were to draw out

innate human potentials. Education was constructed to develop a compliant workforce which would gain skills of print literacy and discipline that would enable learners to function in modern corporations and a corporate economy based on rational accounting, commercial organization, and discursive communicative practices, supported by manual labour and service jobs. The question raised here is whether this approach which seemed to have grown permanent roots in education has relevance in the 21st century.

Critical education theory in contrast, interrogates the composition of what is taught, the way in which it is taught, viewing both as a medium of social control (Ward 2006). Accordingly, it reconstructs alternative pedagogies and principles for the present age. It seeks to restructure education as social conditions evolve and to create pedagogical alternatives in terms of the needs, problems, and possibilities of specific groups of people in concrete situations (Kellner 2003). Importantly, critical education theory includes three main dimensions:

- critical pedagogy which involves a critical analysis and the practice of classroom practices, demonstrating how they are shaped by, model and hence to produce existing structures of power
- hidden curriculum which looks at the way in which informal behaviours and structures in the classroom bring about subliminal learning of patterns of social control (passivity, fear of authority, competition, hierarchy, control of body functions etc.)
- curriculum studies which covers what is to be taught and who controls the process by which a particular form of knowledge is chosen among all others (legitimation). (Ward 2006 p.1).

Today we live in a high-tech and global society which is much more complicated, fragile, and subject to dramatic disruptions and transformations than was previously perceived. Thus, one of the major challenges in tourists studies is to navigate the consequences for restructuring education and reflecting on changing life conditions, experiences, and subjectivities in the context of technological revolution, institutional change and globalization (Kellner 2003). Further, globalization has been creating growing divisions between haves and have-nots; and economic disparity emerges growing information inequalities and gaps in the cultural social capital. A globalized world, is fraught with growing inequalities, conflicts, and dangers, so to make education relevant to the contemporary situation it must first address these problems. Critical theory of education responds to these issues by developing alternative pedagogies to meet the challenges of globalization and resulting multiculturalism. It rejects pedagogies and literacies that merely aim at the replica of existing capitalist societies and creating capabilities aimed primarily at providing cultural capital for the reproduction of global capitalism (Kellner 2003).

Interestingly, the need for a critical turn in tourism studies have been acknowledged and appears as a core theme in academic literature in the last few decades (Bianchi 2009). In terms of tourism education specifically, authors have advocated for more reflexivity, a balance between vocational and liberal education, and the adoption of much more critical methodologies and approaches. Kellner (2003) argues that a critical spirit and vision is necessary to reconstruct education and society in order to help develop new pedagogies, tools for learning, and social justice for the present age. Hence, reconstructing ideas from the past to produce critical theoretical approaches for education that presents strategic vision for

modern society would be an advantage'. Arguably in different parts of the world education is reconstructed in various ways depending on the exigencies of contextual education principles and possibilities for transformation of society. Therefore, it is vital to articulate a vision of how modern day tourist studies could be reconstructed in the future in the light of the current trajectory of geo-political and social change. This demands that individuals involved in education and politics reflect upon their own subject-position and biases, privileges, and limitations; constantly criticizing and rethinking assumptions, positions and practices, in a constant process of reflection and self-criticism (Best and Kellner 1991). These fundamental challenges will be further advanced in this paper.

BACKGROUND AND DEVELOPMENT OF LIFELONG LEARNING

Lifelong learning has its roots as early as the 1970s and was framed in alignment with the policy of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organisation for Economic Co-operation and Development (OECD) and the European Union (EU) (Milana 2012). As such, these globally influential organisations developed strategies to allow expansion of lifelong education a vehicle for facilitating creation of learning societies. The precepts held were that lifelong education would yield economic gains, benefit the labor market, and lead to increasing the equality in economic and employability terms (Medel-Anonuevo et al. 2001; Tuijnman and Boström 2002; Leader 2003). In the 1990s, the concept of lifelong learning was promoted as a process of individual learning and development across the lifespan (Organisation for Economic Co-operation and Development 1996). At the meeting of the European Council 2000 in Lisbon lifelong learning was adopted as a conduit for making the EU the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion (EC 2000).

In alignment, the government of the United Kingdom over the years have issued a number of documents (DfEE, 1998a, 1998b, 1998c, 1999) advocating policy positions on lifelong learning (Hyland 2003). Further, much effort has been placed on adapting programs to offer long-term and wider access to education for all individuals. For example, the Teaching Excellence Framework (TEF) in the UK refocused in 2017 on the value and importance of the teaching and learning process to provide the best options for students that suit their individual circumstances (The Secretary of State for Business, Innovation and Skills 2017).

For its part, The Department for International Development–World Bank (DFID–WB) (2009), state that lifelong learning seeks to create access, certify skills acquired through formal, informal or non-formal learning and provide information on learning opportunities. Supporting authors such as Vargas (2005) and Marshall et al. (2008) among others, state that lifelong learning is a social prerogative, and a master education concept for achieving continuing employment and economic success. Others contend that it engenders the need for learning to take place throughout a person's lifetime (McKenzie 1998, Marshall and Marrett 2008). Arguably, lifelong learning brings to the learner the notion of self-directed learning and a wide, diverse range of environments in which learning may occur (Organisation for Economic Co-operation and Development, 1996). Fundamentally, a common precept held by lifelong learning advocates is that education is not limited to a specific number of years of exposure to institutional education, but rather should occur throughout life.

Lifelong learning has long been championed as a key strategy to education provision globally. Researchers such as Peters (1972), Tough (1981), Farrell, Kerry & Kerry (1988) and Allman (1982) all agree that education is lifelong. Furthermore, education policies and strategies are universally employed to reflect and implement the core concepts of lifelong learning (Department for International Development -World Bank 2009). However, lifelong learning necessitates engagement of learners for establishing a knowledge-driven society and a sustainable culture of life-span and life-wide learning (Leader 2003). This presents challenges in relation to governments' education policies geared to betterment of society. At the learning institutional level, the shift to a lifelong learner-oriented system is a critical education policy implementation issue. This shift is imperative to encompass elements of breadth, progression, and continuity at subject discipline and curriculum level.

In relation to tourist studies the matters of 'age-appropriateness' (Kwon 2002), integrated curriculum, process approach, concepts of common and national curriculums, pedagogy structure, continuity and a 'womb-to-tomb' approach (Cuffy 2010) becomes essential. Further, with the onset of major political agendas and education initiatives in the UK for example, with the far-reaching impacts of widening participation at the institutional level; the goals of social inclusion in education and the complex factors surrounding lifelong learning opportunities; issues of accessibility and implementation of initiatives by individual institutions (Leader 2003) remain stubborn challenges. This paper will seek to explore these concepts from a critical education theory perspective in relation to tourist studies in the current era and beyond.

TOURIST STUDIES ALIGNMENT TO LIFELONG LEARNING

As a field of study tourism continues to be part of a range of other disciplines such as geography, anthropology, business, law, sociology and management. Nevertheless, Higher Education (HE) and its tourist studies programmes plays a vital role in addressing governments' agenda of creating a knowledge economy and a society equipped for life, work, and industry. In the face of current global shifts matters of programme structures, delivery modality, and duration of degree programmes can no longer adhere to the traditional moulds that HE once enjoyed as the echelon and centre of all knowledge.

Fallows and Steven (2000) suggests that HE must now focus on preparing graduates to function as experts and strategic professionals within the learning age and/or learning society. The question arises of the currency in the significance of HE's present heavy focus on instrumental employability skills, as against producing tomorrow's leaders and managers for the industry (Holder 2001 and Poon 2001).

Cuffy et al. (2012 & 2014) [and later Su 2014] explore the role of lifelong tourism education in addressing the life-wide and life-span needs of the modern industry. The authors suggest that attention must be given to the practical matters of educational expectations of the providers, the learners, and the local society as well as consideration to how these expectations can best be met in relation to the fundamental principles of education and training at the various levels of the formal and informal existing education system. The authors argue that "the challenges for lifelong learning [in the field of] tourism include the articulation of curriculum principles appropriate for different levels, ensuring the development of learning at each level, forging connections between levels and the provision of open access to learning, all leading to continuous learning and ultimately contributing to

the advancement of the learner and the learned about (tourism) and the development of an informed society with vocational and critical skills” (Cuffy et al., 2012, p. 5).

By way of illustration, the Scottish government have fully adopted lifelong learning approaches in its education policies. Actions have been taken to promote wide access to higher education to ensure that learners from all backgrounds are supported to succeed in their studies. In the Scottish system, various governments’ education strategies always recognized that learning is lifelong, and therefore continuously aimed to help learners develop the skills needed for learning, life, and work. By way of illustration at the institutional level, Scottish Universities launched the initiative “Access All Areas” to raise aspirations, offer support and create alternative routes into HE, and second chances to those from non-traditional backgrounds. The breadth of widening access initiatives available in Scotland is highly targeted and inclusive in approach. These initiatives seek to engage young people at different stages of their educational journey introducing them to the idea of lifelong learning ‘in practice’ as early as possible.

According to Universities Scotland (2013) specific initiatives in this regard include pre-entry activities and first-year engagement. For example, the University of Strathclyde focus on inspiring a new generation by launching the Children’s University Programme that delivers positive experiences involving visits to the University as well as other school activities that raise their aspirations and stimulate them to think of attaining university level education. In a similar initiative The University of St Andrews has been running a Sutton Trust summer school since 2002, growing from 50 to 130 pupils participating each year. The aim is to get pupils applying for competitive courses and universities rather than ‘just settling’ for the nearest or easiest option. The University of Edinburgh works with Primary and Secondary Schools helping students escape narrow confines and grow their aspirations. Likewise, Edinburgh Napier University offers a Business in a Day Insight into entrepreneurship and teamwork. At Glasgow School of Art, there are Children’s Courses in a relaxed and supportive environment. Heriot-Watt University has taken the approach of stimulating the youth’s interests with hands-on activities. The Highlands and Islands University focuses on employing e-learning as a broad curriculum choice. The Royal Conservatoire of Scotland also seeks out and develops potential performing and production arts talent from the most deprived Scottish postcode areas.

As an example of best practice of employing a HE-Industry-Learner lifelong tourist studies approach, Queen Margaret University, have pushed the boundaries of traditional tourism education with a pioneering academy model which is inspiring young people while supporting the development of Scotland’s key growth tourist industries. “As part of a consortium comprising Edinburgh College and four local authorities (Edinburgh, Mid and East Lothian and Scottish Borders) a pioneering and innovative model has been developed for smoothing the transition for senior school pupils between school, college, university and work” (Cuffy 2017 p.86). The new academy offers both real job and educational opportunities for participants. Pupils take classes at school, college and university during their senior years and commit to the Academy for a period of two years. Upon completion of the Hospitality and Tourism Academy’s 16 – 18 year olds have the option to progress to a guaranteed place in a related subject at Edinburgh College; transfer directly into the second year of the BA (Hons) International Hospitality and Management at Queen Margaret University; or exist into the industry. This academy concept has now expanded into different specialist areas across a range of industry sectors. There are now four similar academies patterned in this collaborative model including Food Science and Nutrition, Health and Social

Care and the Creative Industries. Such academies create a dynamic young workforce for a ready-made source of young talent who are equipped with the right skills and knowledge to hit the ground running when entering the tourism industry (Universities Scotland 2013).

Employing such approaches allows the learner, the university, and all relevant stakeholders to collaborate in creating a learning society and knowledge economy that is well equipped to address the future demands and ever changing needs of all stakeholders. Such collaborations as in the QMU academy model serves as a possibly template for global adoption for tourism in the 21st century. Following on this success there is a case building on this concept of engaging life-span and life-wide tourist studies at both institutional and policy level of HEs. These ideas will be further advanced in the following sections.

ENGAGING LIFELONG LEARNING APPROACHES IN TOURIST STUDIES

The principles of lifelong learning are currently employed and reflected in key education strategies within most education systems around the globe. However, the role of lifelong learning for tourist studies is still evolving. Arguably tourism education providers who seek to remain relevant in a changing world should ensure continuous improvement of their quality assurance standards and ensure that the internationalisation criterion is aligned with the core principles of lifelong learning. The following sub sections elaborates on core dimension of best practice for engaging a lifelong learning critical approach to tourist studies as presented in Table 1.

A deliberate life-span and life-wide approach

In keeping with the sustainable development goals on education for the 2030 tourist studies need to “ensure inclusive and irritable quality education and promote lifelong learning opportunities in the four priority areas: (i) expanding access to quality learning for all, at all levels of education; (ii) attention to the quality of education including contents and relevance, as well as learning opportunities; (iii) a greater focus on equity; (iv) gender equality with a renewed focus on enhanced access of girls and women to post-basic and post-secondary education in safe and supportive learning environments” (Scott 2015 p.3).

A stronger university-industry collaborative approach

Lewis (2005) promotes such alliances as an effective means of facilitating stakeholder participation in influencing the strategic direction of education via curriculum planning. Certainly 21st century tourism education demands an approach that can serve as a springboard for designing and developing a national holistic and collaborative agenda within the HE space. According to Jamal and Getz (1995) university-industry collaborations allow for a more coherent and strategic vision.

A diverse learning modality

Informal learning and learning through experience, practice, and performance are also pivotal. According to Coombs and Ahmed (1974) and Dave (1975), lifelong education involves formal, non-formal and informal education and learning. Thus, formal education must transform to enable new forms of learning that are needed to tackle complex the global challenges (Scott 2015). Moreover, Medel-Anonuevo et al. (2001) have emphasised on learning through active participation in society. Gone are the days when people learned and worked in isolation. Twenty-first-century pedagogy necessitates engaging learners in apprenticeships for different kinds of knowledge practice, new processes of inquiry, dialogue

and connectivity (Beetham and Sharpe 2013). Interacting with the social, psychological and material environment of the tourist studies need to be central to the learning experience.

Real-world Experiences
Collaborative Learning
Informal Learning
Strategies Participatory learning
Learning Outcomes through performance
Active and Collaborative Learning Practices
Knowledge Practice
knowledge Building
Social Constructivist Forms of Participation
Co-creation of Learning
Apprenticeships
Site-Specific Mobile Applications
Learner Autonomy and Creativity
Forms and Functions
Problem-based Learning
Activities Personalized Learning Strategies
Electronic Personal Learning
Learning Outcomes through production of Ideas
Problem-based Learning
Project-based Forms of Learning
Learning as a Habit
Independently
Learners' Investigations
Multiple Perspectives, Resources, and Environments for Learning
Student-Centred Learning
Enquiry-based Collaborative Approaches
Community-based Learning
Own Modes of Learning
Learner-Centred approaches
Third-party Providers rather than Institutions

Table 1: Core Dimensions of 21st Century Lifelong Learning for Tourist Studies

Adapted from Scott (2015)

A focused response to globalisation & internationalisation

The demands of the current global socio-economic landscape and ongoing geo-political shifts demand that HE institutions become more flexible and adaptable to change. As the profile and structures of leading world leaders, institutions and their policies change and life situations across the globe become less and less stable, all key stakeholders of the education system need to make corresponding in their response to the type, structure and content of their curriculum. Undoubtedly, HEs need to respond to the demands of

internationalisation as existing borders fall and new ones are established in alignment to drastic current geo-political shifts of the 21st century.

A collaborative learning approach

In contrast to traditional lecture-based learning, collaborative learning must be centre stage offering learner interaction developed through an interactive, group knowledge-building process. As advocated by Jamal and Getz (1995) it demands and embodies free thinking and prepares learners for real-life social and employment situations and leads to improvement in formulating ideas, and higher levels of discussion and debate.

A customised learner approach

According to Davies et al. (2011), in the near future, customized learning opportunities and methods will be the norm. Leadbeater (2008 p.9) argues that learning is most engaging, “when it is personalized, when it means something to the learner”. The approaches might be supported by flexible curricula, formative assessments and electronic personal learning plans. Employing e-portfolios allows individual learners to record work and achievements and set personal targets and goals (Leadbeater 2008). How resources are used will be critical - the mobilization of resources and networks to meet diverse needs, and more flexibly use allowing for greater differentiation (Scott 2015). Further, also pivotal is the flexible use of space, moving away from the classroom and into the community and from the ‘lesson’ by designing project-based forms of learning.

A reflective learner approach

This will need to form a core dimension of the student experience as universities shift their focus from being the vanguard of knowledge to a more customer focused approach in response to the changing landscape of HE. This shift requires learners to learn through reflecting upon experience allowing them greater investment in their learning and making it a habit, rather than viewing it as an activity forced upon them (Leadbeater 2008). This cultivates greater learner autonomy and inspire individuals to take control of their learning. Reduced dependence on the teacher and traditional class-based styles of instruction follows. As suggested by Scott (2015) teachers or facilitators role is then to inspire and enthuse learners to explore different applications for the knowledge and skills they have learned.

An adaptive technology system

The impact of ever evolving technology systems facilitates using intranets for lesson plans and content development, presenting work in audio and video formats, and employing new and emerging technologies (e.g. mobile applications, e-books, music banks). Social media now has transformed the learning environments. The advent of Instagram, Flickr, Twitter and Camera phones make sharing experiences with others in virtual space instantaneous. McLoughlin and Lee (2007) reminds us that social media motivates learners to participate and connect with others, create meaningful learning through connection, collaboration and shared knowledge building. Hence, new technologies must be adopted and equally aligned to the demands of the changing industry.

A project based model

Project and problem-based learning are ideal instructional models for meeting the objectives of twenty-first-century education, employing the principles of critical thinking, communication, collaboration and creativity (Trilling and Fadel 2009) allowing students to learn by designing and constructing actual solutions to real-life problems (Cornell University 2014). In contrast to, and better than the traditional classroom instruction (Trilling and Fadel 2009) they encourage flexibility in where and how learning will occur and which places make appropriate learning environments (Leadbeater 2008).

A stronger research focus

A shift is needed from the lecturer as the disseminator of knowledge and the student as absorber to a model of knowledge seeking, discovery of innovative ideas and inventions and knowledge advancement.

Adopting these approaches will positively impact learners in their ability to define problems, improve ability to reason using clear arguments and better planning of complex projects. It will also lead to improvements in their motivation, attitudes toward learning and work habits (Trilling and Fadel 2009). The knowledge and skills that twenty-first-century learners develop in informal settings will also be applied in the workplace, at home, in their communities, and in a future study. It has been argued by Leadbeater (2008) that learning does not need to be confined to a single space or a single source. Multiple perspectives, resources, and environments for tourist studies learning, both real and virtual becomes essential. Research indicates that students are more successful at applying what they have learned when instruction explicitly highlights the process of transfer by using real-world contexts. Sawyer (2008) cautions that environments that prepare learners for a knowledge intensive society will look very different from the standard model, leading to cultivating creativity and innovation which demands that learning environments be transformed to support such growth.

UNESCO-ERF (2013 p.3) emphasizes the importance of advocating a ‘lifelong learning framework that creates comprehensive and flexible pathways combining formal, non-formal and informal learning opportunities to accommodate differences in learning needs’. The question inevitably arises here is whether these orientations and practices are adopted in tourist studies. If the field (historically facing discipline and image perceptions) is to remain relevant HE programme offerings have the challenge of reinventing their objectives, aims, policies, and strategies, reinventing a viable, equitable and also economic educational learning frameworks that is premised on a variety of sources including books, websites, informal learning, third-party educational providers, social media and experts around the globe.

The challenge then, for those embracing in lifelong tourist studies, is to find ways in which they can conceptualise the process of learning from experience and use it to guide themselves and others through life and work. It seems that the tutor/lecturer will become a ‘mere facilitator’ who will be constructing schemes which help to guide learners through learning from their work.

THE FUTURE OF LIFELONG TOURIST STUDIES PEDAGOGY

According to Partnership for 21st Century Skills (2013), in the future, learners of all ages will be able to access knowledge needed to solve simple or complex problems as they appear without the need to enrol in formal degree programs, leave their jobs to attend school, or spend considerable sums of money to upgrade their skills. Perceptions about the value of tourist studies are expected to change as lifelong learning makes access to education much easier and people's dreams of achievement are progressively realized. To remain relevant tourist studies pedagogies must transform to enable new forms of learning that are needed to tackle complex global challenges.

In analysis of the education system in light of current economic and environmental crisis Ward (2011 p.1) laments that:

“Our children face an uncertain and scary future... Using the same methods, processes and solutions [is no longer appropriate]... We need to develop new models, new ways of looking at things, new attitudes to each other and to the environment in which we live. Part of the difficulty may lie in our education system that has not prepared us and is not preparing our children with the skills to address common crisis.”

The twenty-first-century learning literature focuses on the need to develop learners' cognitive, inter and intra-personal capacities. Arguably, a necessary precursor to this is strengthening teachers' capacity for and awareness of their own lifelong learning needs. However, any form of professional development for educators must also address and integrate both individual and organizational development. Not only will it be essential to build on their individual learning, but also collaborative learning as teachers move forward together to as 'communities of practice' (Bull and Gilbert 2012).

Meaningful professional development obviously will involve far more than simply adding new knowledge and technical skills to teachers' existing repertoires. It will require tourism teachers to replace their past ways of thinking with a totally new understanding of their role and its purpose. However, transforming the skills of individual teachers will not be enough. Bull and Gilbert (2012) stress that such changes need to take place across the system, through purposeful interaction between individuals at all levels. This is a significant undertaking and academics will need new forms of professional development to support them as they must not only develop what they know but also how they know (Bull and Gilbert 2012).

Web-based multimedia production and distribution tools that incorporate text, audio, photo and video capabilities will continue to grow within tourism institutions and will be an essential part of the new pedagogies. Educators at all levels will be faced with new opportunities to integrate social media and technologies into teaching, learning, and assessment. Thus, pairing technology with new teaching practices is essential to realize its potential (Brown 2005).

Current global shifts will demand tourist studies teachers consider lifelong learning from a different perspective. Re-skilling and updating competencies will enable them to adapt new expectations in the twenty-first-century workplace and life. Tourist studies providers could adopt curricula that are comprehensive yet flexible, and center on content that extends thinking and reasoning, so as to equip learners to tackle twenty-first-century challenges and pressures. Traditional educational institutions must experiment with alternative structural

formats and strategies for learning and teaching that respond more flexibly to individual learners' needs.

Tourist studies pedagogies should be open to learner input, interdisciplinary in focus, and effectively blend informal and formal learning. Twenty first century pedagogy approaches must ensure participation, collaborative learning, personalized learning, teaching for transfer, project-based learning and real-world contexts (Scott 2015). Furthermore, the commitment of educators to lifelong learning, through ongoing professional development, professional learning communities and mentoring, will need to form the foundation of these new pedagogies.

Twenty-first-century learners should expect to be part of a culture that values participation with ample opportunities to initiate, produce and share one's creations. As Scott advises they will be expected to communicate and collaborate in a variety of contexts, engage in peer-to-peer learning and develop as global tourism learners. Consequently, through applying learner-centred pedagogy such as problem, inquiry and project-based learning, students will gain insights, understanding, increased capacities and confidence by grappling with real-world questions and problems. Pedagogies that lead learners to question their own beliefs and those of their peers will enhance reflection, metacognition and the construction of new knowledge (Scott 2015).

Lifelong tourism pedagogies will enable learners to participate in more personalized and equitable learning opportunities, through collaboration with their own communities and teams of learners separated by time and distance. However, implementation of such pedagogies will present challenges. These pedagogies must equip learners with the skills and competencies to function in a digital culture. They must use media and informal pathways to enrich their learning and develop essential forms of knowledge. Therefore, tourist studies pedagogies assessments that focus on student mastery of core academic content and the development of deeper learning skills (i.e. critical thinking, problem-solving, collaboration, communication, and metacognition) will be a high priority.

Tourist studies pedagogies that support learners in mastering lifelong learning concepts (see Cuffy et al 2010 and Su 2014) shall engage and prepare learners for a complex and ever-changing industry. Such pedagogies must focus on enabling learners in how to 'learn to learn' or metacognition, and to promote teamwork; exploit technology to support learning, and foster students' creativity (Scott 2015). Without a doubt, we have reached a point where the role of the 'lecturer' must shift to that of 'collaborator' to the learner.

Furthermore, to maintain global relevance, lifelong learning assurance standards and international criterion of the education systems will alter as current geo-political shifts continue to take root globally. However, if the main goal of twenty-first-century education is to build the learning capacity of individuals and support their development into lifelong, active, independent learners, educators now need to see themselves as 'learning coaches' – a role very different from that of a traditional classroom teacher/lecturer.

In the face of such pedagogical shifts, the question becomes who controls and defines what forms of tourist studies are available and who states what curriculum is possible and acceptable. Notwithstanding, education is seen by government as a major contributor to

national wealth and economic development. Regardless, tourist studies impacts beyond the instrumental. It is the vision for the future.

CONCLUSION

This paper sought to address issues that are of fundamental concern to those involved in the 21 century tourist studies. The paper endeavoured to highlight fundamental lifelong learning pedagogy issues and relevant learning environment challenges. One of the main issues which emerged is the technological revolution that has been used to legitimate a radical restructuring of tourist studies. Globalization has drawn the people of the world into closer proximity with one another and has intensified contact between them; lowered many types of barriers to the movement of goods, ideas, technology and cultural products; and accelerated the pace at which information is shared. There is no question that technological revolution is destabilizing education and the role of the educator as we know it. However, the mix between classroom pedagogy, books, and reading print material, and multimedia and Internet-based education will vary according to locale, age, and the needs and interests of students and teachers.

Adopting a critical lifelong learning pedagogical stance requires engagement of the difficult issue of overcoming differences, understanding cultures very dissimilar from one's own, and developing a more inconclusive education that will incorporate marginalized groups and resolve conflicts between diverse groups and cultures. In his seminal works Dewey (1995), reminds us that theory should emerge from practice that education should be practical, aimed at improving everyday life and society, and that by using the method of trial and error, one could learn important life skills, and gradually improve education (Kellner 2003). The basis of what many people view as a "better tomorrow" sometimes includes the unjust and oppressive disparagement or control over others (Simon 1987). There is, of course, no "correct" answer, no multistep model to follow. New multimedia and computer literacies are necessary, but they need to be articulated with print literacy, in which multiple literacies enable students and citizens to negotiate word, image, graphics, video, and multimedia digitized culture. A transformed tourist studies programme must then address these challenges and make education for social justice part of a radical pedagogy.

The challenge for the field of tourist studies is to cultivate subjectivities that seek more harmonious social relations and transformed relations within the industry. An obvious problem with contemporary tourist studies institutions is that they become homogenized with traditional lesson plans, curricula, and pedagogy, and neglect to address cultural or ecological problems. The development of 'learning webs' (Illich 1971) and 'tools of conviviality' pedagogies (Illich 1973) enables teachers and students to break with these models and to engage in experimental education. The reconstruction of current approaches is key. Therefore, it is critically important to continuously question the processes engaged for tourist studies. Addressing cultural or ecological problems, promoting critical thinking, debate, and reflection are now imperatives for the 21st century. Notwithstanding, a coherent vision for critical lifelong learning, tourist studies pedagogy face challenges of legitimacy and related issues of transparency, representation, and accountability.

This paper calls for a new approach to learning for tourist studies in the twenty-first century. It argues that current approaches must be transformed to enable new forms of learning that are best suited to tackle complex global challenges in an era of significant geo-political and socio-economic shifts. Thus, arriving at a common understanding – as a form of

agreement – is not the fundamental goal. Rather, the paper contends that the aim for the future is a robust lifelong critical pedagogical approach.

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