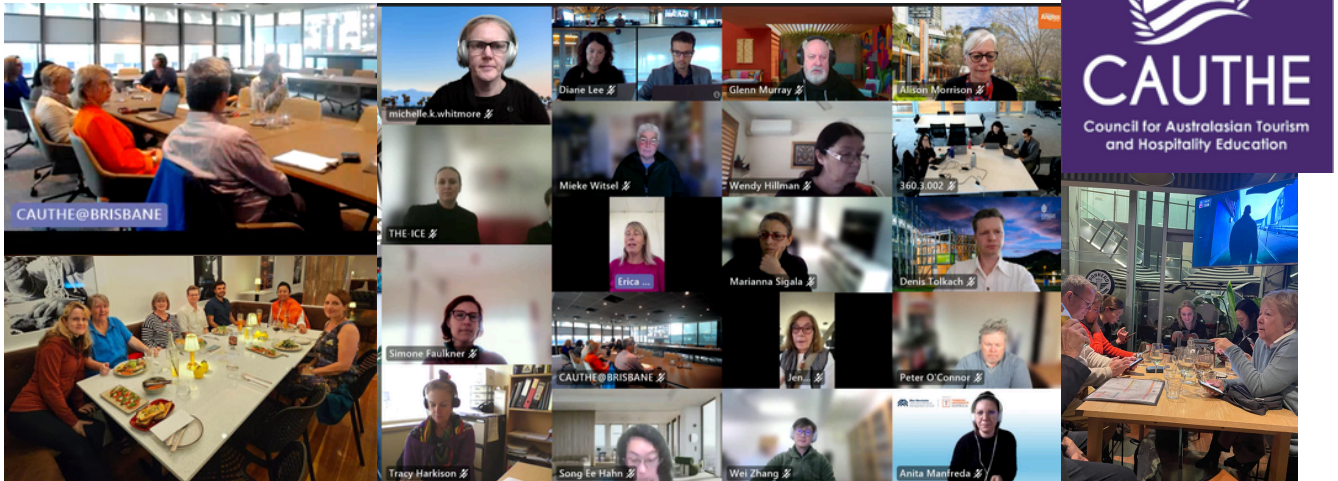


# CAUTHE Newsletter

SEPTEMBER 2024  
Biannual newsletter ♦



## Chair's report

by Professor Erica Wilson



As I write this report during an unusually warm September, it is evident that spring has sprung – at least here in the subtropics of Eastern Australia. For those of us in Australia and New Zealand, we are well into the second half of the academic year, and it seems we are already quite speedily heading towards Christmas.

I was deeply saddened to hear of the passing of two CAUTHE VU colleagues – Professor Lindsay Turner and Associate Professor Joanne Pyke. Both Lindsay and Joanne dedicated their careers to TH&E research and education, and were longstanding CAUTHE members. Vale, Joanne; vale, Lindsay, and sincerest condolences to their family, friends, colleagues and loved ones. As reflected in the touching tributes to both that you will read in this newsletter, your CAUTHE colleagues will miss you very much. Rest in peace.

It has been a busy time for CAUTHE and our members, as you will see in the pages of this newsletter. I was particularly delighted to welcome the joint CAUTHE/SMAANZ/ANZALS HDR Workshop on 4-5 July. A big thank you to Michelle Whitmore, Dr Anita Manfreda and Dr Mireia Guix for their part in organising this successful two day program. On the back of renewed memoranda of understanding, it was so rewarding to see these three 'kindred' associations showcasing the very best of higher degree research in tourism, sports and leisure research. Our future is bright, if the quality of thought on display at this event was any indication. In my welcome, I talked about my own journey as a tourism PhD candidate, and how important CAUTHE was in forging my career and in building a network of colleagues and lifelong friendships.

Cont....

In this newsletter  
you can expect:

Chair's Report - p1-2

Vale Lindsay Turner - p3

Vale Joanne Pyke - p4-5

50 Years of H&T - p6

HDR Conference - p7

JHTM turns 30! - p8

PhD Rep Reflections - p9

T&L SIG feature - p10

2025 Conference - p11

Chapter feature - p12

Felllows' Footnote:  
AI in education - p13-15

*CAUTHE acknowledges the Indigenous peoples, Traditional Custodians, and First Nations of the countries in and on which we live, work and study, and their ongoing cultural connections to land, sea and community. In Australia, we pay our respect to Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples. In Aotearoa | New Zealand we acknowledge Tangata Whenua (People of the Land) and the rights and authority agreed within Te Tiriti o Waitangi. In the great Moana-nui | Pacific we acknowledge the many Indigenous peoples that are connected together by the ocean, culture and cosmology. ¶*

## Chair's report, cont...

cont... On behalf of CAUTHE, I'd like to take this opportunity to thank Michelle (WSU) as the outgoing PhD representative, for her outstanding service over the past 12+ months to the association and our HDR students. At the same time, let's extend a very warm welcome to Wally Zhang (UTAS), as CAUTHE's new PhD rep. I'm pleased to advise that Michelle has agreed to stay on as a co-opted member of the Executive.

CAUTHE held its Mid-Year Meeting (MYM) on Friday 2 August, in our new fully online format. It was wonderful to see such active participation and lively discussion, with a record 51 attendees. The Executive presented a series of reports, outlining the association's stable financial status, growing membership, outcomes of the PhD/ECR mentoring program, SIG activities, and a range of other strategic projects.

A number of conference items were also presented. Congratulations again to A/Prof Anne Hardy and the UTAS team for such positive delegate feedback on both the conference and the Bill Faulkner PhD/ECR and MCA Workshops.

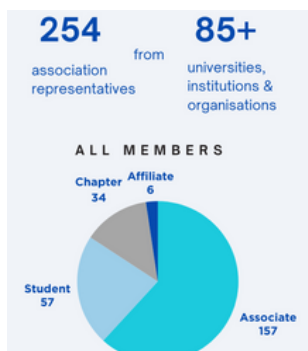
The mean scores were high to very high across all elements of the program – well done! They also helped deliver a healthy conference profit – which has gone directly into helping to manage the next CAUTHE conference as well as association management, fund our awards and bursaries, and propel other strategic initiatives to serve our members.

Speaking of future conferences, the excitement is already building for CAUTHE 2025 to be held in Meanjin/Brisbane. At the MYM, Prof Lisa Ruhanen, A/Prof Sheranne Fairley and the UQ team took us through an excellent draft academic and social program. We look forward to seeing you in February. At the MYM, I was also delighted to see Torrens University successfully present and secure the bid to host CAUTHE 2026 in Adelaide, South Australia. More on that soon!

I hope you enjoy this newsletter. It is reflective of the quality, thought and excellence that, despite the challenging context that is higher education right now, is at the heart of TH&E academe and our CAUTHE membership.

## CAUTHE in numbers

CAUTHE continues to grow with over 254 association representatives from 85+ universities, organisations and other institutions, heralding from sixteen different countries. You can find out more about CAUTHE at [CAUTHE at a Glance](#).



## Strategic Goals

- 1. LEADERSHIP**  
To advance the needs of Australasian TH&E educators, scholars, researchers and providers.
- 2. ENGAGEMENT**  
To provide a forum for sharing, connection and dialogue among TH&E scholars, industry and government.
- 3. SUPPORT**  
To promote opportunities that support the aspirations of members.

---

# Vale: Professor Lindsay Turner

By Professor Brian King, Texas A&M University | Dr Linda Osti, Bangor University



It is with deep sadness that we share the news of the passing of our esteemed former colleague, Professor Lindsay Turner, on 7 August 2024, in Melbourne, Australia, after a brief and unexpected battle with cancer. Lindsay's passing is a great loss to the academic community and to all who knew him. Lindsay was a distinguished academic and former Head of the School of Applied Economics in the Faculty of Business and Law at Victoria University in Melbourne, Australia. He later served as a Professor of Research at the Victoria University Business School, where he was highly regarded for his expertise in quantitative modelling, statistics, and tourism economics. Throughout his career, his work extended beyond economics as he developed a passion for exploring the cultural dimensions of tourism.

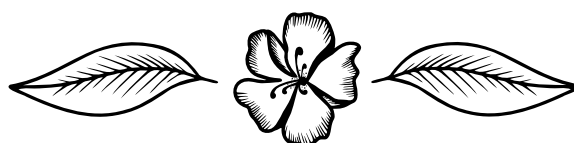
Lindsay received his PhD from the University of New South Wales and pursued postdoctoral studies at The Ohio State University. Among his various publications were *Asia Pacific Tourism Forecasts 2009-2011* with Professor Stephen Witt and the pioneering book *Cross-Cultural Behaviour in Tourism* (2012) with Professor Yvette Reisinger. Lindsay also co-founded the journal *Tourism, Culture and Communication* with Professor Brian King, a testament to his enduring legacy in the field.

Throughout his career, Lindsay was a dedicated mentor, supervising nearly 30 PhD students. Dr Linda Osti, one of his former PhD students, recalls, 'Lindsay was an inspiration and a guiding force throughout my PhD and academic career. He was a fatherly figure who always found time to offer advice and help. I will deeply miss those conversations that often began with PhD and research work and naturally extended into broader discussions about life. In my own way - though I lack Lindsay's wisdom and skills - I strive to pass on his legacy to a new generation of academics. His intellect, kindness, and mentorship will be deeply missed.'

Professor Brian King reflects on his time with Lindsay, saying, 'Lindsay and I co-founded the journal *Tourism, Culture and Communication* during our time as fellow heads of school at Victoria University. I thoroughly enjoyed our many collaborations over the years and greatly lament his passing. I particularly appreciated his mentorship, generous spirit, and laconic humour. Candy and I had the pleasure of visiting Lindsay and his wife Wendy at their home in December 2023, where he was full of enthusiasm about tourism scholarship and life on the farm with his extended family around. Deepest sympathies to Wendy and the rest of the family.'

Lindsay's passing leaves a void in the hearts of those who knew him, but his legacy will continue through the countless lives he touched.

May his noble and kind-hearted soul rest in peace.



---

# Vale Associate Professor Joanne Pyke

By Dr Colin Drake, Dr Madelene Blaer, Dr Thu-Huong Nguyen, Tania Milani, Tanya Bonte | Victoria University



As colleagues of Associate Professor Joanne Pyke for over a decade, we had the chance to work closely with Jo within the School of the Visitor Economy. This new entity designed to work more closely with industry established in 2018 combines all efforts in teaching and research of our dual sector university, vocational and higher education within the existing framework of the Institute of Sustainable Industries and Liveable Cities.

Jo's leadership saw the development of an active research program that secured more than \$4 million in research and program grant funding, and led to some important and groundbreaking work. Specifically, some of these projects included research into tourism

and hospitality supply chains, employment and training needs (Australia, Indonesia, Vietnam, Thailand, Fiji, Tonga and Malaysia), outdoor education, the emerging wellness and spa sector, sustainability and perhaps most importantly, tourism resilience and recovery, especially after the dual shocks to Victorian tourism from the bushfires and COVID-19.

Jo participated in many industry forums as a thought leader and often spoke at events with CEDA, the Victorian Tourism Industry Council, Western Melbourne Tourism and the broader CAUTHE academic community. Jo also gave back with her supervision and mentorship of PhD/ECR students with many following her path into academic careers. Jo was not one to champion her own achievements; however, the significance of her contribution has been magnified by her loss, felt deeply not only here by her friends and colleagues within the university but around the country.

Above all else, we will miss our friend Jo, and her warmth and kindness will be profoundly missed.



By Associate Professor Joanna Fountain | Lincoln University

I am sure we are all deeply saddened, and some will be shocked, by the news of the passing of Jo; taken from us much too soon. I know the past year had been very difficult for her as she fought her battle with cancer, but she faced it with great determination and courage. I last saw Jo at the CAUTHE conference in Tasmania in February this year, and I was so pleased that she made it, as it wasn't clear that her health was going to allow her to come.

Despite this, she engaged fully into the CAUTHE programme, including acting as a mentor to PhD students, including one of my own. We kept in touch by email and on social media, and I was very happy to see she got her trip to Mauritius in mid July and had time to relax with her loved one. I particularly loved the photo of Jo and her beautiful daughter enjoying a Margarita, Jo with a somewhat quizzical smile on her face, which captures the quiet and dry sense of humour I knew her to have. My condolences to her family at this difficult time.

Two years ago, at the 2022 CAUTHE conference I asked Jo Pyke if she might like to be a co-Chair with me in what is now the Risk, Recovery and Resilience Special Interest Group. Before this time, I didn't know Jo well, but I was aware of her excellent research record, including thought-provoking and valuable publications in the area of destination recovery and resilience. Later in the same year, I was honoured when she asked me to act as a reviewer for her successful application to Associate Professor late in 2022. It was during the process that I discovered exactly how substantial her contributions had been to the tourism discipline.

Jo was the Director of the School for the Visitor Economy (SVE), which had been designed specifically to be a cross-university entity, a role that required extensive engagement with colleagues across the university and with a range of external stakeholders, including being an invited member of a regional tourism

cont...

---

## Vale Joanne Pyke, cont...

cont... industry taskforce. This connection with industry, and knowledge of their needs, saw Jo lead research projects which have attracted funding to the value of \$1.87m between 2017-2022. Each of these projects involved the collaboration and engagement with industry partners and a cross-disciplinary team of academic colleagues.

While Jo managed to lead industry-focused research in a timely way to provide stakeholders with timely and useful research, she was also highly successful in publishing in high quality (Q1) journals, publishing more than twenty journal articles, as well as numerous conference papers and book chapters. She has showed commitment to the communities she researched through the publication of technical reports since 2009, ensuring her research had real impact for the communities she worked with; something that is often lost in the drive for research metrics in the form of academic publications.

While Jo was primarily a Research Focused Academic, she took a leadership role in enhancing teaching and learning programmes at Victoria University, including developing of a new Master of Tourism and Destination Management. She also led a team to design and deliver a 'work ready' programme through VU Polytechnic to

address the needs of the tourism and hospitality sector in the post-pandemic environment, reflecting her awareness and responsiveness to industry needs

She also demonstrated her deep knowledge of her discipline through her supervision of postgraduate students and mentoring of early career academics to support their research career development and committed advocate for their needs. Across her entire career, Jo showed her commitment to collaboration and partnerships in everything she did. She was continually working to strengthen relationships and collaborations, whether that be to attract funding for a PhD scholarship or taking on the role of Co-Lead on CAUTHE's Risk, Recovery and Resilience Special Interest Group.

I suspect many people reading this tribute had no idea of what a successful academic and researcher Associate Professor Joanne Pyke had become. That in itself speaks volumes for our colleague, who didn't shout her achievements from the rooftops, but with warmth and quiet determination got on with the job at hand; leading her team and making a difference – to communities and academia – through her research.







## Celebrating 50 Years of Hospitality and Tourism Degree Programmes in Australia

By Prof Bob McKercher, CAUTHE Fellow | University of Queensland

2024 marks the 50th anniversary of the introduction of the first degree-level hospitality and tourism programmes in Australia. It is a momentous occasion and one worthy of celebration.

The first hospitality degrees were launched in 1974 at the Queensland Agricultural College in Gatton (now part of the University of Queensland after amalgamation) and the Footscray Institute of Technology in Melbourne (now Victoria University). These developments were followed by other hospitality degrees introduced by RMIT in 1988 and Bond University in 1989.

Tourism programmes followed shortly thereafter, with the first full undergraduate degree programme introduced by Footscray Institute in 1978. This initiative was followed by the Riverina Murray Institute of Higher Education in Albury (now Charles Sturt University) in 1984, Gatton College (now UQ) in 1987 and James Cook University in 1988. As of 1997, a total of 25 universities and one dedicated hotel school were offering 44 undergraduate qualifications in tourism, hospitality and related studies, with nine universities offering Masters' qualifications.

This rapid growth led to the need to create an umbrella body and hence CAUTHE was formed in 1992 at a meeting held at the La Trobe University Wodonga campus. Harold Richins was elected as the first Chairman of CAUTHE at that meeting. By 1997, a total of 18 universities held membership in this august body. While some consolidation of programmes has occurred, CAUTHE continues to go from strength to strength as it now has more than 30 Chapter members.

The beginnings were quite humble, for the first intake across both Gatton and Footscray amounted to less than 50 students. Early Masters' programmes had 10 or few enrolments. As Paul Kelly noted 'from little thing big things grow.' Today, Australia is a recognised world leader in tourism and hospitality research and education, attracting students from around the world and playing a key role in the development of tourism theory and practice.

Come **celebrate the 50th anniversary** at the upcoming CAUTHE conference in Brisbane in February, 2025. Note: A big thanks to Steve Craig-Smith for sharing his history of hospitality and tourism education.



2024 CAUTHE member countries worldwide

---

# 2024 Mid-Year HDR CAUTHE/SMAANZ/ANZALS Conference

By Michelle Whitmore, 2023/2024 CAUTHE PhD Representative | Western Sydney University

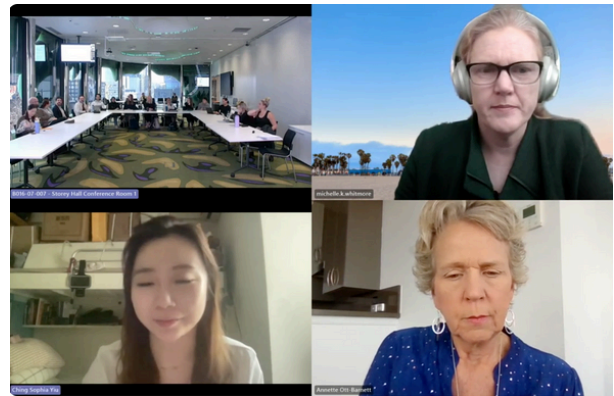
The 2024 CAUTHE/ SMAANZ / ANZALS mid-year HDR conference was held over two days, online and in-person, on 4-5 July. There were 39 registered attendees, approximately half of which were from CAUTHE.

The first day of the program was held solely online. Commencing with an introduction from Prof. Erica Wilson, Chair of CAUTHE, we were then treated to a session on Teaching, Research and Service presented by Dr Richard Aquino (University of Canterbury). Richard shared wonderful insights from his experience and highlighted the importance of having a mission statement. After a short break we were joined by Dr Louise Grimmer (University of Tasmania) who provided a positive exploration of the benefits and considerations for communicating your research through social media and podcasts.

Day two was a hybrid session, with participants online or in-person in Melbourne. Despite a few technological issues the day provided valuable advice on creating poster presentations and journal articles.

The poster session was conducted by a panel of presenters from RMIT University and Adobe. Dr Jordan Bakhsh (Deakin University) and Prof. Tracy Taylor (RMIT) offered numerous tips and approaches for writing a successful introduction for a journal article. The day concluded with six diverse and impressive presentations from PhD students.

If you missed out on attending any of these sessions on the day, you can view the recordings on the [CAUTHE YouTube channel](#).



---

## Take the CAUTHE Pledge

For all CAUTHE events, activities and initiatives, I commit to:

- Advocating for and including the voices of diverse groups, recognising that difference makes CAUTHE stronger.
- Offering the names of suitable colleagues from within CAUTHE, or my own networks, to ensure diversity in events, forums and conferences.
- Building trust in an environment free of derogatory comments and discrimination.
- Advocating for the principles of the CAUTHE Be Kind Campaign, recognising the power of kindness and constructive feedback.
- Encouraging my fellow members and colleagues to participate in the CAUTHE Pledge.

Use the **QR code** or **link to the [CAUTHE Pledge](#)**.





## JHTM turns 30!! Anniversary Online Research Festival October – November 2024

By Professor Marianna Sigala, Editor-in-chief JHTM | University of Newcastle

JHTM has been growing from strength to strength, and this year, we are celebrating its 30-year anniversary.

### **Indeed, JHTM is 30 years young!**

During its journey, JHTM has not only achieved an impressive SSCI impact factor but has also amazingly managed to climb the journal ranking ladder and maintain its position as one of the top 10 journals in tourism, hospitality, and events for several consecutive years now.

I would like to thank all authors, readers, editorial board members, and CAUTHE for their support and contributions to JHTM.

We should be proud of what we have achieved and of JHTM as a strong and mature CAUTHE child.

To celebrate our success and to continue contributing to our vibrant community, JHTM is undertaking two major initiatives:

**1. A special issue** (to be published in early 2025) including perspective papers discussing trends, challenges and future agendas in 7 major fields in our industries. Perspective papers critically reflect on what we already know and how/why we know it so far in order to set the future research directions.

### **2. JHTM Anniversary Online Research Festival.**

The festival will include one webinar per week during the two months of October and November 2024. The webinars have organised online discussion panels featuring a presentation of key points by the author of the perspective paper followed by a debate by key scholars and industry representatives to critically debate the following topical issues::

- A technology Forward Research agenda in tourism, hospitality and events,
- Mapping the Event Management Research Frontier.
- Progress and Usefulness of Cognitive Psychology in Tourism and Hospitality experiences
- Trends & Challenges in Destination Marketing & Management: does research have a solution?
- Service Management Revolution in the Hospitality and Tourism Industry
- Rules of engagement - Navigating the evolving landscape of sociocultural and political governance in tourism
- Climate Change, Environmental Concerns, and Tourism: Current Trends and Future Agenda

The dates and registration information of the webinars will be announced very soon. Watch the CAUTHE announcements and follow JHTM on social media to stay alert and register for our webinars.

We look forward to your participation and celebrating the 30th JHTM birthday with you.





---

# Reflections of a curious apprentice carpenter

By Wally Zhang – 2024/2025 CAUTHE PhD Representative | University of Tasmania

On the morning of 25 July, I received a thoughtful message from Sara Dolnicar from the University of Queensland via TRINET. She was responding to an email critiquing the current journal impact factors and individual citation metrics. In her message, Sara initiates the idea that we should 'not ever select PhD candidates based on their publication record'. Her words resonated deeply with me, sparking a reflection on my own academic journey.

I am a PhD candidate at the School of Social Sciences, UTAS. Four years ago, after completing my two-year gap as a backpacker from my seven years' exhausted engineering job, I was looking for a new direction. With an interest in both tourism and sociology, I found a course at UTAS that combined these fields. I enrolled in the Graduate Diploma program and embarked on the challenge of writing a research thesis, which eventually led me to pursue a PhD. However, my limited background in social sciences made the journey difficult. I struggled with concepts like quantitative and qualitative research and found myself overwhelmed by theories and ideas.

However, my supervisors have been incredibly supportive, encouraging my curiosity and allowing me to pursue my academic passion, even without a publication record. Without the mindset of 'not ever selecting PhD candidates based on their publication record,' I might never have had the chance to explore questions that others might deem unworthy of time and effort.

However, journal impact factors and citation metrics have become a dominant, albeit efficient, method for selecting skilled researchers. This culture of 'hiring an apprentice carpenter based on the houses they have built' influences many novice researchers, dictating what they study and how they approach it. Curiosity, unfortunately, is a quality that often goes unrecognised by such metrics, potentially excluding people like me from ever exploring the 'edge of knowledge.'

Now, midway through my PhD, I still see myself as a novice and an amateur in both tourism and sociology, but my passion for these subjects drives me to continue reading and writing. From an anthropological standpoint, perhaps being an 'outsider' allows for unique contributions to knowledge. While I'm still uncertain about where this journey will lead, I am deeply grateful to my supervisors and the many senior fellows at CAUTHE who have helped initiate this 'pilot project.'

As the new PhD representative for CAUTHE, I hope to encourage others within our community to share their stories of '[Being Kind](#)' or experiences of kindness in academia. It's important to remember that, beyond the cold metrics and journal impacts, there are people like Dr. Sara Dolnicar who embody the warmth and generosity that can also define academic life. I am confident that, with the support of CAUTHE senior fellows, we will continue to see more passionate amateur researchers like myself thrive in academia.



---

# SIG Feature: Teaching and Learning Special Interest Group

By SIG Co-chairs: Dr Niki Macionis | University of Queensland, Dr Aaron Tham | University of Sunshine Coast, Dr Sandra Cherro Osorio | Melbourne Polytechnic & Anastasia Yeark | Kaplan Business School

The Teaching and Learning SIG has had a dynamic year in 2024, hosting a series of in-person and online forums. Following the CAUTHE mid-year meeting in August 2024, an engaging online session was led by Bozena Rupnik, MCCT Manager of Academic Success Centre at Kaplan Business School. Her presentation focused on Inclusive Teaching and Learning Practices, a topic of increasing importance in today's diverse educational landscape. Recording is available here: [Watch the Video](#).

Looking ahead to CAUTHE 2025, the SIG chairs have been actively advancing scholarly work. Dr. Niki Macionis is collaborating on a significant research project with colleagues from the University of Queensland, Monash University, The University of Liverpool, and The University of Warwick. This research explores the unique experiences of Education/Teaching-Focused academics in higher education. The study explores these roles' opportunities, challenges, and contributions while analysing the institutional frameworks that support them across business schools in Australia, New Zealand, and the UK. Your input is invaluable—please take a moment to [participate in our 15-minute survey](#).

Dr Sandra Cherro Osorio, alongside her Melbourne Polytechnic colleagues Ana Delevska and Dr Van Nguyen, recently made a noteworthy contribution to the discourse on the impacts of the cancelled 2026 Commonwealth Games. Their paper was published in a Special Issue on Tourism in the Asia-Pacific by CABI, and the Parliament of Victoria invited them to present their findings at a public hearing on 9 August 2024.



During his long service leave, Dr Aaron Tham shared his expertise on the Scholarship of Teaching and Learning at Swinburne University in Sarawak, Malaysia, in August 2024. His interactive session highlighted integrating discipline-specific teaching practices with research outputs, providing valuable insights to faculty members.

Anastasia Yeark and her team at Kaplan Business School are making strides in understanding the post-pandemic employability of marketing graduates. Their research underscores the need to revisit and update Teaching and Learning standards in higher education. Preliminary findings have identified a significant gap in digital literacy skills, prompting a re-evaluation of curriculum design.

Continuing our talks on GenAI from earlier this year, we strongly encourage you to participate in the [2024 Australasian Academic Integrity Forum](#). This free event will focus on assessment design, a critical theme as we prepare to implement [TEQSA's Assessment Reform](#). [Fill out your registration](#).

The CAUTHE community is invited to explore some of our 2024 research outputs on T&L in tourism and hospitality.

<https://doi.org/10.1080/15313220.2024.2313074>

<https://doi.org/10.1080/10963758.2023.2172421>

<https://doi.org/10.1080/15313220.2024.2384741>







## CAUTHE 2025 Conference Update

Theme: *Transforming Tomorrow: Leveraging Opportunities to Create Change in Tourism, Hospitality and Events*

The 35th Annual CAUTHE Conference will be held in Meanjin (Brisbane), Queensland, from 10-13 February 2025. The Conference, hosted by The University of Queensland, in Australia's next Olympic city, will consider the opportunities such events have as catalysts for generational change for places, people and the tourism, hospitality and event sectors across Australasia.

The conference program will include a variety of keynotes and panels on these themes, as well as a welcome reception at UQ's Customs House, a fun-filled gala dinner in Brisbane City Hall's main auditorium (fans of Boy Swallows Universe will recognise this room), and we WILL continue with the much-acclaimed CAUTHE Choir sing-off so please note your interest when registering for the conference.

### Key dates

- Call for Papers closes | 1 OCTOBER
- Early Bird Registration opens | 1 OCTOBER
- Revised Papers due | 15 NOVEMBER
- Early Bird Registration Ends | 30 NOVEMBER
- Standard Registration Begins | 1 DECEMBER

### Sponsorship

We invite you to partner with us for the CAUTHE 2025 Conference! Download [Sponsorship prospectus](#).



Pre-conference workshops and activities will include:

### PhD / ECR and MCA Workshops

The Bill Faulkner [PhD/ECR workshop](#) will be held from 9:00-17:00 on Monday 10 February 2025 at UQ's Downtown building at 308 Queen Street.

### TH&E Standards workshop

The [Tourism, Hospitality and Events Standards workshop](#) on Monday 10 February 2024 will also be held at UQ Downtown from 9:00-15.00.

### PhD/ECR Bursaries

Applications are invited for PhD Student and Early Career Researcher (ECR) Bursaries to support attendance at the CAUTHE 2025 Conference.

### Carer support

Applications are open to CAUTHE members with carer responsibilities to assist attendance at the CAUTHE 2025 Conference. You can view more information including forms and deadlines for bursary and carer support applications on the [CAUTHE 2025 website](#).

---

# CAUTHE Chapter feature: The University of Queensland

By Assoc. Prof Monica Chien, The University of Queensland

We are delighted to invite you to the CAUTHE 2025 Conference, set against the vibrant backdrop of Brisbane, Australia's New World City. Renowned for its warm climate, picturesque riverfront, and thriving arts and cultural scene, Brisbane offers a perfect blend of cosmopolitan charm and natural beauty. Whether you're strolling through the lush South Bank Parklands, exploring the vibrant cultural precinct, or enjoying the city's world-class dining and entertainment offerings, Brisbane provides the perfect backdrop for an inspiring and memorable conference experience. As Brisbane prepares to host the 2032 Olympic and Paralympic Games, the city is undergoing a remarkable transformation that is driving innovation across all sectors, particularly in tourism and hospitality. The Games are a catalyst for groundbreaking developments in sustainable infrastructure, event management, and global tourism strategies. At CAUTHE 2025, you'll have the unique opportunity to explore how these advancements are shaping the future of the industry and how we can leverage this momentum to create lasting positive impacts on a global scale.

The CAUTHE 2025 Conference is proudly hosted by The University of Queensland (UQ), home to the [Queensland Centre for Olympic and Paralympic Studies](#) - one of only three IOC-sanctioned Olympic Studies and Research Centres in Australia - and the Paralympic Centre of Excellence. UQ is consistently ranked among the top 50 universities worldwide by prestigious international rankings, reflecting its strong, internationally focused research culture and commitment to excellence. The UQ Business School (UQBS), independently ranked as one of the top business schools in Australia and among the leading institutions globally, drives the agenda in business learning, entrepreneurial spirit, and impactful research. The School's mission is to educate, inspire, engage, and enable courageous and socially responsible business practices that enrich communities worldwide.

At the heart of UQBS, our distinguished team of tourism researchers has achieved global recognition for their pioneering work in sustainable development, destination marketing, visitor behavior, disaster recovery, indigenous tourism, event planning and legacy, service leadership, and global hospitality management. Our multidisciplinary team of 24 scholars brings together diverse cultural and academic perspectives from around the globe,

including China, Korea, Taiwan, Singapore, the USA, Zimbabwe, South Africa, Canada, Slovenia, Spain, Ghana, and Australia. This international diversity is integral to our research, allowing us to address complex economic, social and environmental challenges with a multifaceted perspective and create innovative solutions with real impact.

Our faculty's expertise is widely sought after, with members frequently serving as consultants and advisors to top-tier firms, governments, and non-profit organisations around the world. We are committed to advancing knowledge and fostering international collaborations. Our work not only enriches academic understanding but also prepares our students and partners to excel in the dynamic landscape of global tourism and hospitality. This reputation for excellence is further underscored by UQ's distinction as the only university in Australia offering Tourism programs certified by the UNWTO, reflecting our dedication to the highest standards of tourism education.

As Brisbane continues to host world-class events such as the FIFA Women's World Cup Australia & New Zealand 2023 and the upcoming Brisbane 2032 Olympic and Paralympic Games, our research plays a pivotal role in addressing the evolving challenges and opportunities in tourism, events, and hospitality. We focus on enhancing visitor experiences, promoting accessibility and inclusivity, and developing sustainable strategies to maximise the Games' legacy long after the final medals are awarded.

Beyond our research achievements, our team is deeply committed to nurturing the next generation of tourism, event, and hospitality leaders. Our strong PhD supervision and capacity-building initiatives are designed to advance the field today while preparing future leaders to drive innovation and excellence in the industry. Through rigorous academic programs, hands-on research opportunities, and extensive industry partnerships, we equip our students and scholars with the knowledge, skills, and networks they need to make a meaningful impact in the global tourism, events, and hospitality sectors. At UQ, we are proud to lead the way in shaping a resilient and inclusive future for the tourism industry. We look forward to welcoming you to Brisbane for CAUTHE 2025. Together, let's explore the future of tourism in a city that is setting new standards for global hospitality and event management.



---

# AI in education: the end of teaching and learning as we know it

## CAUTHE Fellows Footnote

By Professor Marianna Sigala - Director of the International Hotel School | University of Newcastle, Australia

It has been almost three years since AI tools were democratized and made available to the general public and businesses of all sizes. The AI hype began with the release of ChatGPT, and since then, many other generative AI tools have emerged, empowering people to create a wide variety of content, including text, images, videos, technology codes, advertising scripts, books, research papers, datasets, and analyses of datasets. This AI revolution is changing how we work and live, as well as how students and academics learn, teach, and conduct research. The adoption rates of generative AI among students, educators, industry professionals, and the general public are rapidly increasing, and the tourism industry is no exception. Millions of businesses are leveraging AI to provide customer support (chatbots, AI-powered robots), create and post content for digital marketing, collect and analyze market data for audience and campaign insights, enhance customer engagement online, monitor and respond to online reviews, screen and evaluate job applicants, detect fraudulent transactions, optimize supply chain operations, and extract business intelligence insights from their data. The applications of AI in business are endless and continually expanding, affecting all types of professionals at all levels, from operational staff to middle and top-level executives.

In the age of the creative machine, all jobs are being impacted, especially those requiring creative and metacognitive skills rather than manual or intellectual capabilities, which have long been affected by lower-level technology applications. This phenomenon is what we now refer to as intelligent automation. Increasingly, tourism companies expect and select job applicants based on their AI literacy, skills, and capabilities. Moreover, although we often claim (and it is partially true) that AI will not replace people, it is likely that people will be replaced by others who know how to use AI effectively to become more efficient, creative, and productive.

From an educational perspective, it is short-sighted and misleading to focus solely on policing students to prevent them from using AI for their assignments and learning, or on developing tools and methods to detect and discourage AI use among students. AI literacy and skills should become, if they have not already become, integral parts of the curriculum,

with clear learning objectives and outcomes to be developed and assessed. Jobs related to and affected by AI should also become a central component of career paths, preparing graduates to be industry-ready and capable of excelling in these roles. However, integrating AI into education raises several issues for which we currently have more questions than answers. Space is limited, but I will identify and discuss some of the most pressing issues that urgently need to be addressed.

Universities worldwide are increasingly taking action and developing strategies on how educators can incorporate AI into their teaching and, more importantly, their assessment methods. The primary goal is to create authentic and contextualized assessments that reduce the risk of students using AI to generate their projects. However, less attention is being paid to designing course assessments and pedagogical practices that use AI to teach students ethical and effective uses of these tools. In cases where scholars are guided to create assessments that require students to use AI, they often feel ill-equipped to evaluate such work. For example, while there is a push to design assignments that teach and assess students on developing effective AI prompts or using AI to collect and analyze data, educators often lack guidance on how to assess the quality of an AI prompt or fairly grade AI-driven assignments.

These are common concerns among many scholars, for several reasons: many do not use AI in their own practices; many are unfamiliar with AI tools, their capabilities, and limitations; and many were educated and professionally developed in a different era, making it challenging to address current educational needs. Additionally, many academics lack access to AI training and have limited time to develop their AI literacy and pedagogical knowledge. The rapid pace of change has left us with little room, time and resources for proactive planning for the future.

Beyond the practical challenges of designing and evaluating AI-based assignments, there are even more fundamental questions that need to be addressed first. For decades, the way we design, teach, and assess education has been influenced by Bloom's taxonomy of lower- to higher-order thinking skills—remembering,

---

## AI in education: the end of teaching and learning as we know it, cont...

cont... understanding, applying, analyzing, evaluating, and creating. This framework has shaped everything from the way we design qualification frameworks and grade descriptors to the way we develop learning outcomes and teaching methods, e.g.: qualification frameworks (e.g. how students progress from year one to year 3 courses, or differences of learning aims between undergraduate and postgraduate courses); university-level grade descriptors (e.g. pass or distinction grades and criteria); learning outcomes of courses and programs; to the way we teach and design our lecture power points starting by explaining concepts and delivering knowledge to critically debating with students.

However, how accurate is Bloom's taxonomy in today's context? The idea that one cannot be critical or creative without first acquiring lower-level skills like knowledge acquisition and understanding has been debated and criticized in the literature. With technological advances, students no longer need to memorize theories or definitions; they can simply look them up online or google search them. They can even ask AI tools like ChatGPT to identify related concepts needed to solve a business problem, bypassing the need to learn which concepts / courses are needed to be studied to answer this question. Similarly, to evaluate business proposals or budgets, students don't need to know how to write or analyze a budget—AI can do that for them. They only need to understand why a budget should be evaluated in a particular way. This shift suggests that achieving higher-order skills does not necessarily require the development of lower-order skills, challenging our traditional educational structures.

Given this new reality, we need to reconsider how we design study programs, courses, and teaching methods. Why do we require three or four or whatever number of years of study to achieve what level and type of knowledge? Why and how do we differentiate between years or levels of study? Increasingly, there is a demand for micro-credentials and short courses that people can take while working. Is this the future of education? No formal education, with people learning on the job and gaining professional development and skills development through micro-courses as they progress in their career or change careers and they need different contextualised knowledge and understanding as they evolve?

Generative AI tools not only enable people to create knowledge but can also help evaluate cognitive processes. AI tools in education suggest that we should teach students to use AI as mentors, tutors, and coaches, helping them get feedback on their assignments, readings, and learning processes. If students are equipped to learn independently with the help of AI, what role will educators play in the future? If teaching, assessing, mentoring, and coaching are handled by AI, what will be our value proposition as educators? What skills and value propositions should we be developing today to remain relevant?

Another critical question concerns the kind of higher-order skills students can develop by using AI to automate problem-solving and creative tasks. What is the quality, accuracy, and creativity of AI-generated solutions? We are all aware of the risks associated with AI, including misinformation, ethical dilemmas, and privacy concerns.

These are crucial questions that both students and educators should be able to answer, but it is unclear if we currently possess the knowledge, capability, and experience to do so. Some suggest that metacognitive skills—being able to monitor, regulate, and control one's cognitive processes—may be a solution. By being aware of how knowledge is produced, including through the use of AI, individuals can better evaluate the quality of the outcomes and improve their learning processes.

Universities and scholars are not alone in the challenge of increasing AI literacy and skills among their staff, academics, and students. Some industry leaders, such as Amazon, IKEA, and Marriott, require mandatory AI training for their staff and have developed AI policy and responsibility statements. Universities need to keep pace with these developments.

But how do we teach AI literacy, and what are these AI skills? Some universities offer stand-alone AI literacy courses for all students, while others embed AI literacy into every course. Which approach is more effective? Some take a cross-disciplinary approach, involving and mixing academics and students from various fields, while others confine AI literacy within specific discipline and college boundaries. What are the essential AI literacy skills, and who is responsible and fully capable for teaching them if there is a single person or team of people)?

cont...

---

## AI in education: the end of teaching and learning as we know it, cont...

cont....The literature suggests that AI literacy should include four dimensions:

- Cognitive Dimension (AI Technical Literacy): Understanding various AI tools to judge the pros and cons of different AI-generated results.
- Affective Dimension: Psychological readiness to use AI.
- Metacognitive AI: The ability to use AI to support and enhance cognitive processes and evaluate their outcomes.
- Social Dimension of AI: The ability to assess the ethical, moral, privacy, and security implications of AI use.

How well are we currently addressing these AI skills in education? How comfortable and qualified are we as academics to tackle these issues and many others related to AI in education? By simply being trained on how to develop assignments that require students to use AI in course assignments is simply not enough and maybe not the most urgent, first or critical issue to be solved.

I leave you to answer these questions because I, too, do not have all the answers, and I doubt there is a single best answer.

I hope my reflections have sparked your creative and critical thinking about AI.

p.s. ChatGPT (the free version) was used to improve language of this text.

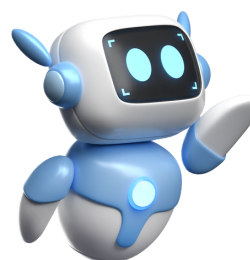
The prompt was:

*'Please correct language of this text ...'*

ChatGPT gave me a text and claimed that:

*'This version improves readability, clarity, and flow while maintaining the original content and intent.'*

I have to admit that the text – language was much better but I still did some corrections / edits in two instances whereby shortening of arguments and correcting the language had changed the meaning of my argument.



---

### WHY JOIN CAUTHE?

- Membership of national advocacy and voice for tourism, hospitality and events education and research
- Use of email list and social media channels to share issues and promote related events and information
- Up to date information via biannual newsletter and member e-news
- Eligibility to host Annual Conference and showcase institutional programs
- Participation in annual Chapter Directors' breakfast, mid-year meeting and other workshops
- Free online access to Journal of Hospitality and Tourism Management and Journal of Hospitality, Leisure, Sport & Tourism Education
- Discounted rate for annual CAUTHE conference (individual members)
- Eligibility for individual members to apply for annual PhD Scholar and Early Career Researcher conference bursaries
- Eligibility to apply for Carer Support for the annual conference
- Eligibility to participate in [PhD/ECR Mentoring Programme](#)



*Thank you for reading!*

Edited by Dr Anita Manfreda & Penny Jose

www.cauthe.org |  
cauthe.secretariat@gmail.com