

2025 Geographical Sciences Society Special Symposium
Japanese Geographical Society Centennial Anniversary Event
2025 年度地理科学学会特別シンポジウム・日本地理学会百周年記念イベント

Teaching Tourism in Higher Education: Geographical Perspective and Beyond 地理科学学会シンポジウム摘要集

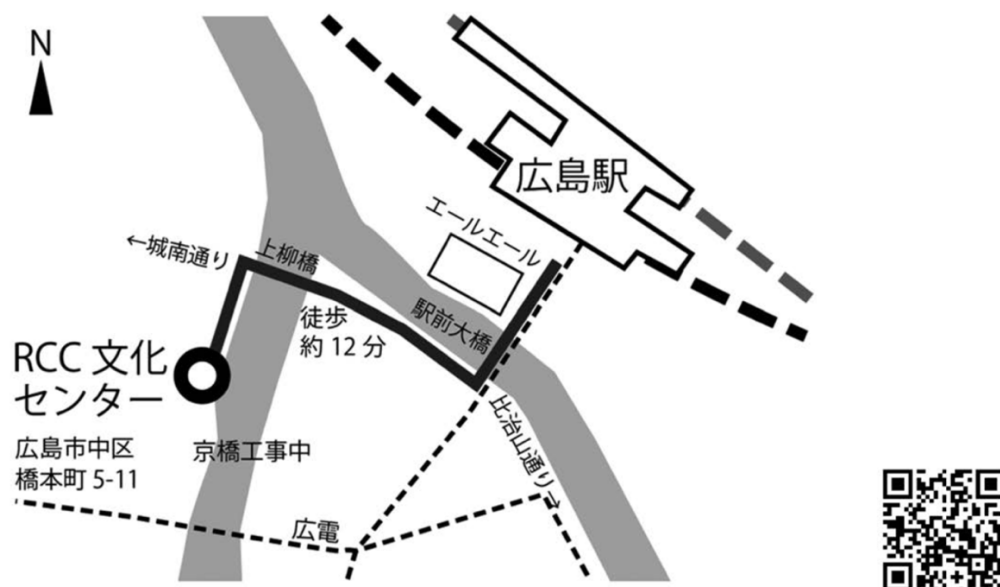
Abstracts of the Symposium of the Geographical Science Society

2025 年 11 月 29 日 (土)

Saturday, November 29, 2025

会 場：RCC 文化センター 601 室

RCC Cultural Center Room 601



RCC 文化センター：〒730-0015 広島市中区橋本町 5-11

RCC Cultural Center: 5-11 Hashimoto-cho, Naka-ku, Hiroshima City, 730-0015, Japan

プログラム Program

- 10:45–10:55 開会挨拶 Opening Remarks
- 10:55–11:55 セッション Session 1 (英語 English; 20 分 min × 3)
- 11:55–13:10 昼食休憩
- 13:10–13:50 セッション Session 2 (日本語 Japanese; 20 分 min × 2)
- 13:50–14:50 セッション Session 3 (英語 English; 20 分 min × 3)
- 14:50–15:05 ティーブレイク Tea Break
- 15:05–15:20 コメントセクション Comments section
- 15:20–16:20 全体討論 Plenary Discussion
- 16:20–16:30 閉会挨拶 Closing Remarks

1-1.

Integrating Nonhuman Perspectives in Tourism Education: Reflections on Student-Created Children's Books about Takasakiyama Natural Zoo

笛吹 理絵 (立命館アジア太平洋大学)

Rie Usui (Ritsumeikan Asia Pacific University)

Tourism studies have gradually recognized the importance of other-than-human perspectives. However, most of this work has centered on tourist experiences or industry practices, while tourism education remains relatively underexplored. In parallel, research in multispecies education has emerged but primarily targeted early childhood, with little attention higher education. If the tourism industry is to transform into one that acknowledges and respects non-human others, such perspectives must be integrated into the education of those who will shape its future.

Drawing from multispecies education literature underpinned by a posthuman pedagogical framework, this study integrated nonhuman perspectives within an undergraduate Wildlife Tourism Practicum course at Ritsumeikan Asia Pacific University. Students created children's books about Takasakiyama Natural Zoo (TNZ) in Oita—one of the oldest monkey parks in Japan—by positioning themselves from a non-human point of view. The aim was to identify how this approach fostered critical reflection and opened new ways of viewing tourism practices. Central to the project was whether students could recognize non-human others as active agents rather than simply as “tourism resources.”

The data were collected in Spring 2025 during a ten-week course. Following an introductory lecture in Class 1, the course was divided into two modules. Each consisted of a pre-field study lecture, a field study day (three sessions), a post-field study discussion, and a presentation. The multispecies education component was embedded in Module 1, where students visited TNZ. In this module, students were divided into nine groups of three and tasked with producing a children's environmental education book written from an other-than-human perspective. To evaluate how this pedagogical approach shaped students' views, a short questionnaire was administered at both the beginning and the end of Module 1. Data for this study therefore include the student-created children's books, responses to the questionnaires, and insights from classroom discussions.

Most groups wrote from monkeys' perspectives, while some adopted voices of trees or even wooden barriers. Demographic information for the accompanying surveys was collected separately at the time of each survey: the pre-module survey was completed by 24 students, while the post-module survey was completed by 23 students. Because responses were anonymous, demographic information could not be matched across the two surveys, and the results were therefore compared at the group level. Discourse analysis showed lingering views of monkeys as "tourism resources." Future research should explore diverse pedagogies to foster recognition of nonhuman agency.

1-2.

Teaching Tourism across Public and Private Universities in Vietnam: Regional Disparities and Geographical Insights

Nguyen Van Hoang (Nguyen Tat Thanh University)

Vietnam's tourism industry has experienced a strong recovery in the post-COVID-19 era. In the first eight months of 2025 alone, the country welcomed 13.9 million international visitors, a 21.7% increase compared to the same period in 2024. While this signals promising growth, it also underscores a critical challenge: the shortage and limited quality of the tourism workforce. Currently, Vietnam has 195 tourism training institutions, including 65 universities, 55 colleges, 71 vocational secondary schools, and 4 vocational training centers. These figures highlight increasing attention to tourism education and training; however, there remains a lack of in-depth studies on the current status of tourism education in Vietnam, particularly regarding disparities between public and private universities and the uneven geographical distribution of training institutions.

This study examines (1) the current situation of tourism education in Vietnam, (2) the spatial distribution of tourism training institutions, (3) regional differences and management models, and finally proposes policy implications and future directions. According to the Vietnam National Authority of Tourism, the industry requires approximately 40,000 workers annually, yet the actual supply reaches only about 20,000. Among them, university and postgraduate-level workers account for merely 10%, while those with elementary, secondary, or college-level qualifications make up more than 50%, and sub-elementary levels account for around 40%. Importantly, only 43% of the workforce has been trained in tourism-specific professional skills.

Statistical data from the Ministry of Education and Training show that Vietnam currently has nearly 100 universities offering graduate-level tourism programs: 41

in the North, 36 in the South, and 23 in the Central and Central Highlands regions. By institutional type, these include 62 public universities and 38 private ones. The findings also indicate that while many universities offer tourism programs, not all are specialized institutions; some have established such programs merely to meet social demand, and not all provide comprehensive majors such as tourism management, hotel management, restaurant management, or tour guiding. Notably, Vietnam now has three universities offering doctoral programs in tourism across its three regions, compared with only one in Hanoi in the past.

These findings highlight the spatial imbalance in tourism education, disparities between public and private systems, and limitations in training quality. The study suggests several policy directions, including restructuring the training network, supporting tourism education in disadvantaged regions, enhancing regional linkages and public-private partnerships, and reorganizing the system of training institutions to improve quality, meet societal needs, and align with international integration.

1-3.

**The paradox of tourism programmes in Australian universities:
(G)localisation, (de-)accreditation and (de-)elitism**

Sangkyun Kim (Edith Cowan University)

Tourism (and hospitality) has been part of the Australian higher education curriculum for more than 40 years. Since the early 1990s, there has been an explosive expansion in the number of relevant programmes, coinciding with the establishment of the Council for Australasian Tourism and Hospitality Education (CAUTHE) in 1992 and the Cooperative Research Centre for Sustainable Tourism (STCRC) in 1997. However, from the outset, tourism (and hospitality) education was perceived as practical and applied, often situated in non-traditional academic areas. This led to ongoing debate about whether these programmes should narrowly focus on business and management issues and matters.

Despite strong objections from academics in the early 1990s, tourism (and hospitality) education in Australia was largely housed within business and management schools, with few exceptions (e.g., Flinders University, Western Sydney University). This trend has accelerated in recent years, driven by internationalisation efforts and elitism-oriented accreditation (e.g., AACSB), alongside the implementation of cost-effective business models that standardise degrees and curricula from a neoliberal, consumerist perspective.

Additionally, the sector's obsession with global university rankings has resulted in limited resources for diversifying tourism (and hospitality) programmes and curricula, ultimately diluting their quality and standards. Resources have been disproportionately allocated to research activities and outputs (e.g., appointment of chairs and research professors, publication incentives, research metrics), as rankings are believed to be a key factor in attracting international students.

Tourism, as a social practice, is culturally framed and thus must be situated accordingly. Therefore, university-level tourism (hospitality) education should address broader socio-cultural issues and impacts, grounded in local values and behaviours, while also preparing students with international and global perspectives.

This self-reflective viewpoint, based on the author's long-standing personal experience and association with the field, suggests that what is happening in Australia may foreshadow developments in Japan's higher education sector. Japan's political agenda to become a tourism-oriented country, aiming to attract 60 million international inbound tourists annually by 2030, expects a recognised need for a skilled tourism and hospitality workforce. I have a strong sense of déjà vu, as Japan's higher education sector is likely to be encouraged to develop specialist degree programmes in tourism and hospitality. What balanced pathways should Japan's higher education sector pursue to ensure a more sustainable and healthy tourism education at this crossroads?

セッション Session 2 (日本語 Japanese; 20 分 min × 2)

2-1.

日本の大学・大学院教育における観光地理学の展開と今後の展望 The development and future prospects of tourism geography in Japanese undergraduate and graduate education

呉羽 正昭 (筑波大学) Masaaki Kureha (Tsukuba University)

本研究は、日本の大学・大学院教育における観光地理学の展開について、観光に関する学位論文（卒業論文、修士論文、博士論文）の推移、全国の主要大学における「観光地理学」に関係する講義の開講具合や内容にみられる特徴などに注目して解明する。また、観光地理学の今後の展望について検討する。観光地理学の学位論文について、首都圏に位置する X 大学の事例によると、2000 年以降の増加が目立っ

ている。一方、「観光地理学」に関係する講義は、現在、地理学科等を有する多くの大学で実施されており、観光地理学は地理学の重要な分野として認識されている。

2-2.

観光教育における PBL (Project-Based Learning) の実践 Practice of Project-Based Learning in Tourism Education

安 哉宣 (金沢大学・非常勤) An Jaesun (Kanazawa University)

本報告は、2012 年の AL 制度化以降に進展した観光系 PBL の一事例として、A 短大で実施した地域の観光振興プロジェクト (2014) の設計・運営・学修成果について検討する。さらに、受講経験者インタビュー (2025) に基づき、教育実践上の示唆と今後の課題を明らかにする。地域課題の解決をめざし、観光実態調査、まち歩き、ツアー企画とモニター実施、成果報告に取り組んだ結果、学生は主体性・責任感・地域理解を高めることができ、若者視点による資源発掘、周遊ルート設計、情報発信を実現するなど、観光地の課題の可視化と改善提案を行うことができた。地域側は大学との連携を強化し、若年層誘客に向けた知見を得た。継続的な実践には、学習意欲の喚起・維持、連携体制の構築、現場での試行・検証を可能にする教育環境の整備が求められる。

セッション Session 3 (英語 English; 20 分 min × 3)

3-1.

Teaching tourism beyond written texts – Attuning to senses whilst walking the land

Johan R Edelheim (Hokkaido University) エデルヘイム ヨハン (北海道大学)

Tourism is intrinsically linked to movement, as individuals travel to experience what cannot be encountered in their daily lives. Yet, much of tourism education remains static, enclosed in classrooms and mediated through words. While field visits, internships, and community projects bring learning into applied contexts, and while abstract reflection is sometimes essential for grasping complex theories, the balance between experiential engagement and conceptual depth is uneven. The challenge lies in designing pedagogies that enable both rigorous thought and embodied experience.

My postgraduate course *Tourist Attractions* provides one such example. The course is anchored in the idea that attractions are not fixed objects, but rather narratives and experiences that visitors interpret in diverse ways. Each year using

a different theme —such as food, more-than-human-animals, water, transport, olfactory attractions, or tactile attractions. Students are introduced to narrative analysis, to “read” attractions as stories, and hermeneutic phenomenology, to conceptualise how experiences take shape and acquire meaning. To ground these methods, the course incorporates four fieldwork sessions. Students are required to apply theoretical insights in reflective journals after each site visit, drawing connections between embodied experience and conceptual framing.

Over the years, this reflective practice has evolved from a focus on written submissions to increasingly multimodal formats. Visual essays, infographics, photo journals, and pre-recorded films have replaced traditional written assignments, encouraging students to experiment with how knowledge is produced, expressed, and shared. This shift highlights not only the importance of multimodality—recognising that meaning is conveyed through language, image, sound, movement, and space—but also multiliteracies, the competencies required to interpret and communicate across these modes. For students in tourism, hospitality, and events, this approach resonates with their learning styles and prepares them for professional practices that extend beyond text-based literacy.

Finally, these pedagogical choices also foreground place as more than backdrop. Drawing on Watsuji Tetsurō’s concept of *fūdo* (風土, milieu/climate), destinations are understood as co-constructed entities, shaped through climate, use, and human presence. Walking the land makes these dynamics tangible, as students attune their senses to the multimodal dimensions of place while cultivating the multiliteracies necessary to “read” them. In this way, teaching tourism becomes not only about learning concepts, but about encountering the world differently.

3-2.

Bridging critical tourism studies to teaching geography in Japan: lessons learned in Hawaii and explored in Okinawa

Sayaka Sakuma (Utsunomiya University) 佐久眞 沙也加 (宇都宮大学)

My interest in critical tourism studies comes from growing up in Okinawa and studying in Hawai‘i, where the respective tourism industries are powerful economic engines that shape the islands’ everyday landscapes. While both islands are often celebrated as tourism destinations, the political and economic challenges of these places are routinely overlooked in scholarship that focuses on efficient industry management. How does tourism shape local communities with its influx

of tourists and industry-induced investments? How do we engage with the discursive and material impact of the tourism industry on our land through our research and teaching?

In this presentation, I draw attention to the fields of critical island studies and critical tourism studies in exploring how the interaction of tourism and place can be taught and learned in academic settings. While some scholars may often situate both Okinawa and Hawai'i as peripheral in their relations to "mainland," such a view reproduces the state-centric view of the islands that dismisses them as a distanced space. Hau'ofa (1994) confronts such a view that treats Polynesian and Micronesian islands as poor and small - thus needing dependency, further reframing islands as much expanded space connected by ocean. He reinterprets the ocean as not being what divides the islands but what connects them. Drawing from the fields of tourism and geography, this presentation explores how approaches to tourism travel across the ocean between Hawai'i and Okinawa.

Academic courses and research in Hawai'i reveal a wide range of approaches for geographers to study tourism. In addition to the curriculums such as human resource management, some courses centers nuanced understanding of place and culture. Geographers also study the impact of tourism on the island with their focus on spatial analysis, providing indicators to measure the human impacts on the environment. For sociocultural approaches, indigenous scholars provide crucial critiques of the tourism industry's role as a neocolonial tool. Such scholarship provides a powerful counter-narrative about dominant representation of the places branded as hot destinations and problematizes the everyday impacts of tourism such as the way that native culture is often commoditized as an a tourism attraction. This presentation concludes by exploring emergent academic connections and cross-fertilizations between Hawai'i and Okinawa. These exchanges point a way forward for deepening our understanding of how to research and teach about the geographic impacts of tourism hotspots.

3-3.

Service Learning, Action Research, and Deep Mapping in On-site Education

Meng Qu (Hokkaido University) 渠 蒙 (北海道大学)

This study examines how on-site education in tourism, rural, island, and geographical studies can integrate Service Learning, Action Research, and Deep Mapping to foster both student learning and meaningful community engagement. Traditional tourism or regional studies classroom instruction often relies on

knowledge accumulated by scholars over many years, which can be outdated and of limited use to graduates facing contemporary challenges. Moving beyond the classroom, students participate in immersive fieldwork, generating primary and secondary data that are systematically organized into Deep Maps. These maps function as both analytical tools and evolving knowledge bases, supporting actionable research and facilitating collaborative problem-solving within communities.

The author analyzes this topic through six case studies conducted between 2019 and 2025. These include: a 12-month on-site team project in Ōsakishimajima, Hiroshima Prefecture, in 2019; a one-year island documentary production with ten students along the Tobishima Kaidō in Hiroshima and Ehime Prefectures in 2021; a one-week Deep Mapping summer school workshop in collaboration with a rural island middle school in Ōsakikamijima, Hiroshima Prefecture, in 2022; a one-week workshop and documentary in 2024 in Nibutani, Hokkaido, involving 20 Ainu and Australian Indigenous artists; and four Art Tourism and Creative Tourism courses over 2023–2025, using Service Learning and Deep mapping in collaboration with partners such as inbound travel agency, Sapporo Convention Bureau, Sapporo Art Forest, and Arte Piazza Bibai in Hokkaido.

Through these experiences, students develop practical skills in observation, analysis, and problem-solving while engaging with real-world issues, contributing to socio-cultural, environmental, and tourism-related understanding. At the same time, the research identifies challenges such as the difficulty of peer review for creative and interdisciplinary research, the risk of researchers becoming overcommitted to community demands, and communities' expectations that exceed the research scope. By highlighting both the pedagogical potential and the practical constraints of these methods, this study offers a model for experiential, research-driven education that bridges academic inquiry and local practice, cultivating reflective, engaged, and socially responsible students prepared for contemporary tourism and geographical research contexts.

Author Biography (in Presentation Order)

Dr. Rie Usui

~ is an Associate professor at the College of Sustainability and Tourism, Ritsumeikan Asia Pacific University, in Beppu, Japan. She earned her Ph.D. from Hiroshima University, and has a multidisciplinary background in anthropology, primatology, ecology and tourism geography. Her main research is situated at the

intersection of tourism studies and human-animal studies. Most recently, she has incorporated a multispecies approach into tourism research, with a focus on ethical considerations, governance, and the evolving relationships between humans and nonhuman others in tourism contexts.

Dr. Nguyen Van Hoang

~ graduated from the Taoyaka Program for Creating a Flexible, Enduring, and Peaceful Society at Hiroshima University, Japan. He is currently a lecturer at the Faculty of Tourism, Nguyen Tat Thanh University, Vietnam. His research interests primarily focus on tourism and poverty alleviation, ecotourism development, and sustainable tourism development, particularly in nature reserves, coastal areas, and islands. Dr. Hoang has published several scientific papers in both national and international journals, with a strong emphasis on international publications indexed in Scopus and WoS, such as *Tourism Planning & Development*, *Tourism in Marine Environments*, *Parks*, *Cogent Social Sciences*, *Tourism and Hospitality Research*, and *Current Issues in Tourism*. He is also involved in teaching courses related to tourism studies, tourism geography, sustainable tourism, and destination management and marketing.

Dr Sangkyun (Sean) Kim

~ is Professor of Tourism and Creative Industries and Deputy Head of School of Business & Law Centre for Tourism Research at Edith Cowan University in Australia. Professor Kim is a world-leading scholar in the field of film tourism and its broader impacts and implications. He is the co-editor of 'Film Tourism in Asia (2018)'. His main research interests include film tourism, tourism and popular culture, media representation, fan pilgrimage, and placemaking. The troika of food, identity and tourism is his second most important research area. He is listed as the top 2% of the world's most cited scientists in the field of "Sport, Leisure & Tourism" by Stanford University, for five consecutive years since 2020. He is Associate Editor of *Journal of Hospitality & Tourism Research (JHTR)*. He is a Visiting Professor at Hiroshima University in Japan and Erasmus University Rotterdam in the Netherlands.

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安哉宣（あん・じえすん）Dr. Jaesun An

金沢大学非常勤講師兼客員研究員。広島大学で博士号（学術）を取得し、静岡英和学院大学短期大学部准教授、高知大学非常勤講師、金沢大学特任助教などを経て現職に至る。主な研究分野は、国際観光、観光者行動、観光地イメージであり、特に日韓比較研究に焦点を当てている。

Dr. Johan R Edelheim

~ is a Professor of Tourism and Media at Hokkaido University. He has over a decade of international experience in the hospitality and tourism industries, followed by a transition into secondary and tertiary education. Since relocating to Japan in 2019—the eighth country in which he has lived and worked—he has continued to explore the intersections of tourism, education, philosophy, and society. His research is driven by a commitment to care for human and more-than-human others. Current work explores outdoor-based, embodied and multimodal pedagogies, drawing on Indigenous learning and peripatetic traditions.

Dr. Sakuma Sayaka

~ is an Uchinanchu scholar focusing on tourism in Okinawa. She conducted her research in the northern part of Okinawa Island, where the history of WWII, militarism, and expanding interests in biodiversity and related tourism activities create unique mosaic in the area's landscape. She holds BA in Tourism Science at the University of the Ryukyus, Master of Urban and Regional Planning, and Ph.D. in Geography, both at the University of Hawai'i at Mānoa. She currently works at the Center for Promotion of Social Co-creation at Utsunomiya University as Project Research Assistant, where she assists various corporate and government research partners who seek research opportunities with the institution. Her latest research project includes overtourism experiences in different geographical contexts, including Okinawa and Hawai'i.

Dr. Meng (Mo) Qu 渠蒙（きょうもう）

~ is an Associate Professor and Deputy Director at the Center for Advanced Tourism Studies, Hokkaido University. His research focuses on the revitalization of rural communities through international art festivals, emphasizing socially engaged art, regional festivals, creative tourism, relational aesthetics, creative immigrants, sustainability, and rural regeneration. He integrates documentary filmmaking as a method for fieldwork and public engagement. Drawing on interdisciplinary approaches from creative and tourism geography and rural studies, he is currently leading a comparative project on community-embedded art and rural revitalization across the Asia-Pacific and the EU.