



FACULTY OF SCIENCE

School of Aviation

**AVIA3900**

Aviation and Sustainable Tourism

Session 1, 2014

## Table of Contents

1. Information about the Course .....	2
2. Staff Involved in the Course .....	2
3. Course Details .....	3
Individual tutorial presentation .....	<b>Error! Bookmark not defined.</b>
Participation in weekly in-class debate .....	<b>Error! Bookmark not defined.</b>
4. Rationale and Strategies Underpinning the Course .....	4
5. Course Schedule (please note: lecture sequences are subject to minor changes) .....	5
6. Assessment Tasks and Feedback .....	6
7. Additional Resources and Support .....	7
8. Required Equipment, Training and Enabling Skills .....	7
9. Course Evaluation and Development .....	8
10. Administration Matters .....	9
11. UNSW Academic Honesty and Plagiarism .....	10

# Faculty of Science - Course Outline

## 1. Information about the Course

NB: Some of this information is available on the [UNSW Handbook](#)<sup>1</sup>

<b>Year of Delivery</b>	2014
<b>Course Code</b>	AVIA3900
<b>Course Name</b>	Aviation and Sustainable Tourism
<b>Academic Unit</b>	School of Aviation
<b>Level of Course</b>	3 <sup>rd</sup> year
<b>Units of Credit</b>	6
<b>Session(s) Offered</b>	Offered in session 1
<b>Assumed Knowledge, Prerequisites or Co-requisites</b>	AVIA1321 (applies to B.AV students)
<b>Hours per Week</b>	3 HPW (Week 1 – Week 8), Contact hours during field excursion 18 hours
<b>Number of Weeks</b>	9 weeks (including field excursion between 20-24 February)
<b>Commencement Date</b>	20 February 2013

### Summary of Course Structure (for details see 'Course Schedule')

Component	HPW	Time	Day	Location
Lady Elliott Island field excursion			20-24 February (inclusive)	LEI Eco-Resort
Lecture	2	9-11am	Tuesday	Pioneer International Theatre (K-G27-G04)
Tutorial	1	11-12pm	Tuesday	Pioneer International Theatre (K-G27-G04)
<b>TOTAL</b>	<b>3</b>			

## 2. Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convenors Lecturers		Dr. Tay Koo Prof. Jason Middleton Prof. Larry Dwyer	<a href="mailto:t.koo@unsw.edu.au">t.koo@unsw.edu.au</a> <a href="mailto:j.middleton@unsw.edu.au">j.middleton@unsw.edu.au</a> <a href="mailto:l.dwyer@unsw.edu.au">l.dwyer@unsw.edu.au</a>	TBA

<sup>1</sup> UNSW Online Handbook: <http://www.handbook.unsw.edu.au>

### 3. Course Details

<b>Course Description<sup>2</sup></b> (Handbook Entry)	This course offers an introduction to concepts and tools necessary for understanding emerging challenges in the aviation-environment-tourism nexus. A field excursion to Lady Elliott Island will be undertaken with the objective of allowing students develop an interdisciplinary understanding of the aviation-environment-tourism relations in the Great Barrier Reef. The field-based learning will emphasise teamwork, as well as independent observational and enquiry skills using remote eco-resort as a context. Broadly, topics will include issues at the interface of aviation and transport logistics, reef ecology and sustainable tourism management. Students will engage in reflective learning through follow-up lectures and assignments during semester. Students should be aware that additional costs associated with the field trip will be incurred including return airfare to Lady Elliott Island, accommodation and food.	
<b>Course Aims<sup>3</sup></b>	This course is designed to provide students with a field-led understanding of the challenges of air transport and sustainable tourism management. Specifically, the course aims to provide students with an introduction to concepts and tools necessary for an understanding of aviation-environment-tourism nexus, using air transport operations and ecotourism in the Great Barrier Reef as an illustrative context.	
<b>Student Learning Outcomes<sup>4</sup></b>	<ol style="list-style-type: none"> <li>1. Demonstrate capacity of critical thinking through completion of fieldwork, assignments and tasks in sustainable transport and tourism management.</li> <li>2. Develop interests in bridging the gap between theory and practice with respect to the operational management challenges of air transport and logistics</li> <li>3. Develop skills in independent observation and enquiry in identifying and understanding the sustainable management challenges of a reef eco-tourism resort.</li> <li>4. Through observation and questioning, develop the capacity to appreciate the layers of complexity involved in the sustainable management of transport and tourism</li> <li>5. Enhance and refine skills in extracting relevant information for a given task, both on the field and desktop research following the field trip.</li> <li>6. Develop written and spoken communication as well as teamwork skills, as relevant to the interdisciplinary challenges of the aviation-tourism-environment nexus.</li> <li>7. Through the study of tourism and tourist behaviour, develop a broader view of the impact of aviation on sustainable development</li> </ol>	
<b>Graduate Attributes Developed in this Course<sup>5</sup></b>		
<b>Science Graduate Attributes<sup>5</sup></b>	<b>Select the level of FOCUS</b> <i>0 = NO FOCUS</i> <i>1 = MINIMAL</i> <i>2 = MINOR</i> <i>3 = MAJOR</i>	<b>Activities / Assessment</b>
<b>Research, inquiry and analytical thinking abilities</b>	3	Group research report Individual field report Final exam
<b>Capability and motivation for intellectual development</b>	2	Group research report Individual field report Final exam
<b>Ethical, social and professional understanding</b>	2	Group research report Individual field report Group presentation
<b>Communication</b>	2	Group report Presentation Daily reflection (diary)
<b>Teamwork, collaborative and management skills</b>	2	Group report
<b>Information literacy</b>	3	Individual field report Group research report Final exam Daily reflection (diary)

<sup>2</sup> UNSW Handbook: <http://www.handbook.unsw.edu.au>

<sup>3</sup> [Learning and Teaching Unit: Course Outlines](#)

<sup>4</sup> [Learning and Teaching Unit: Learning Outcomes](#)

<sup>5</sup> [Contextualised Science Graduate Attributes](#)

<b>Major Topics (Syllabus Outline)</b>	<ol style="list-style-type: none"> <li>1. Sustainable destination management principles</li> <li>2. Basic reef ecology and physical geography</li> <li>3. Harnessing the reef environment for tourism and its environmental impact</li> <li>4. Operations management challenges of remote aviation and island transport</li> <li>5. Destination management challenges of island resort</li> <li>6. Market failure and policy instruments for environmental protection</li> <li>7. Economic valuation of the environment</li> <li>8. Mega-trends and implications for tourism sustainability</li> </ol>
<b>Relationship to Other Courses within the Program</b>	

#### 4. Rationale and Strategies Underpinning the Course

<b>Teaching Strategies</b>	<p>Several different methods are used in the course to assist in achieving student learning outcomes. Individual field report, along with daily reflection diary, is designed to help students develop independent field-based observation and inquiry skills, as well as refine scientific writing skills. Each class will have allocated readings, exercises and self-review questions to assist students achieve learning outside class times and provide a logical structure for the topics and concepts introduced in the course. The group project is designed to provide a context in which students can apply learning from class and assist students appreciate and evaluate varying perspectives, with the goal of promoting independent learning in identifying and defining problems, analysing problems, and reviewing and applying information learnt in class. The final test will assess student level of understanding and knowledge through short essay questions.</p>
<b>Rationale for learning and teaching in this course<sup>6</sup>,</b>	<p>Teaching methods are designed to provide students with an introduction to core concepts and theories that will help students develop a deeper understanding of a selection of key issues in aviation and sustainable tourism. Practical examples will be used where appropriate. This course requires students undertake a University-organised 5 day field excursion to Lady Elliot Island, Queensland. The learning and teaching in this course builds on the experiences gained during the field-trip. In the subsequent classes on-campus, it is expected that students prepare for each class by completing reading and self-review exercises.</p>

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<sup>6</sup>[Reflecting on your teaching](#)

## 5. Course Schedule (please note: lecture sequences may change)

Some of this information is available on the [Online Handbook](#) and the [UNSW Timetable](#).

Please note: lecture topics and sequences are subject to minor changes

Week	Lectures (From Week 1)	Tutorials (Week 1)	Assignment and Submission dates (see also 'Assessment Tasks & Feedback')
21-25 February 2014			Group presentation (TBA)
Week 1	Economy - environment interaction and sustainable tourism	Post field-trip summary/group report requirement	Daily reflection due ( <b>MONDAY</b> of Week 1 11:59pm via Blackboard)
Week 2	Sustainability of island destinations I: transport	Economy - environment interaction and sustainable tourism	Individual field report due (Sunday of Week 2 11:59pm via Blackboard)
Week 3	Sustainability of island destinations II: resort management	Sustainability of island destinations I: transport	
Week 4	Market failure and policy instruments	Sustainability of island destinations II: resort management	
Week 5	Environmental valuation and decision making	Market failure and policy instruments	Group report due ( <b>Sunday</b> of Week 5 11:59pm via Blackboard)
Week 6	Review/Feedback	Environmental valuation and decision making	
Week 7			
Week 8	Exam		In-class exam during normal lecture hours
Week 9			
Week 10			
Week 11			
Week 12			

## 6. Assessment Tasks and Feedback

Task	Learning outcomes assessed	Assessment Criteria	% of total mark	Date of		Feedback		
				Release	Submission	WHO	WHEN	HOW
Individual field report	1,2,3,4	To be advised (during field excursion)	20%	21-25 February 2013	Due Sunday week 2 11:59pm	TK		
Group presentation	1,2,4,6	To be advised (during field excursion)	10%	21-25 February 2013	TBA (21-25 February 2013)	TK/JM/LD	Within two weeks of submission	In-person during field-excursion
Group assignment	1,3,5,6	To be advised (during field excursion)	30%	21-25 Feb 2013	Due Sunday week 5 11:59pm	TK	Within two weeks of submission	Blackboard Grademark
Daily reflection (diary)	1,2,4	To be advised (during field excursion)	10%	21-25 February 2013	Due Monday week 1 11:59pm	TK/JM/LD	During field excursion	Blackboard Grademark
Final exam	1,2,3	To be advised	30%	Week 9	Normal lecture time week 8	TK		

## 7. Additional Resources and Support

<b>Text Books</b>	N/A
<b>Course Manual</b>	<i>Essential readings will be provided during field excursion, as well as via Blackboard</i>
<b>Required Readings</b>	<i>Essential readings will be provided during field excursion, as well as via Blackboard</i>
<b>Additional Readings</b>	<i>Additional reading references will be provided via Blackboard</i>
<b>Recommended Internet Sites</b>	<i>GBR Marine Park Authority <a href="http://www.gbrmpa.gov.au/">http://www.gbrmpa.gov.au/</a> Dept. Resources, Energy and Tourism: <a href="http://www.ret.gov.au">www.ret.gov.au</a> United Nations World Tourism Organisation: <a href="http://www.unwto.org/en">www.unwto.org/en</a> Sustainable Tourism CRC online publications <a href="http://www.crctourism.com.au/">http://www.crctourism.com.au/</a> Tourism Queensland: <a href="http://www.tq.com.au/">http://www.tq.com.au/</a></i>
<b>Societies</b>	
<b>Computer Laboratories or Study Spaces</b>	N/A

## 8. Required Equipment, Training and Enabling Skills

<b>Equipment Required</b>	N/A
<b>Enabling Skills Training Required to Complete this Course</b>	N/A

## 9. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This course outline conveys how feedback has helped to shape and develop this course.

<b>Mechanisms of Review</b>	<b>Last Review Date</b>	<b>Comments or Changes Resulting from Reviews</b>
<b>Major Course Review</b>		<i>This is a new course</i>
<b>CATEI<sup>9</sup></b>		<i>The CATEI system will be used to evaluate the course at the end of the course.</i>
<b>Other</b>		<i>Feedback will be sought from students in-class</i>

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<sup>9</sup>[CATEI process](#)

## 10. Administration Matters

<b>Expectations of Students</b>	<i>Students should be familiar with the information contained in &lt;<a href="https://my.unsw.edu.au">https://my.unsw.edu.au</a>&gt; regarding expectations of students, assignment submission, examination procedures, equity and diversity and other policies that affect you.</i>		
<b>Assignment Submissions</b>	<i>The assignments should be word-processed and include a standard title page. They must be submitted via Blackboard. Only under special circumstances should assignments be handed in via email to the lecturer. Application for an extension of time should be made in writing <u>prior</u> to the due date. Late assignments, without a reason deemed satisfactory by the lecturer, will be penalised by a loss of 10% of total possible marks per day. Assignments will attract no marks if they are submitted after other assignments have been marked and returned, or two weeks after the due date (whichever is the earlier). Students are referred to the University's Student Handbook for full details on academic regulations.</i>		
<b>Occupational Health and Safety<sup>10</sup></b>	N/A		
<b>Assessment Procedures</b> <b>UNSW Assessment Policy<sup>11</sup></b>	<i>Students are expected to be regular and punctual in attendance at all classes. All applications for exemption from attendance at classes of any kind must be made, in writing, to the Lecturer-in-Charge. An attendance form must be signed by attending students at each lecture. In order to ensure a Pass in the course, students must miss no more than two classes, without reasons deemed satisfactory by the lecturer. <u>Special Consideration.</u> In case of absence from the class test, a request for special consideration may be made only in accordance with the University's standard guidelines.</i>		
<b>Equity and Diversity</b>	<i>Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course Convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or <a href="http://www.studentequity.unsw.edu.au/">http://www.studentequity.unsw.edu.au/</a> <a href="http://www.equity.unsw.edu.au/disabil.html">http://www.equity.unsw.edu.au/disabil.html</a>).</i>  <i>Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made. Information on designing courses and course outlines that take into account the needs of students with disabilities can be found at: <a href="http://www.guidelinesonlearning.unsw.edu.au/guideline8.cfm">http://www.guidelinesonlearning.unsw.edu.au/guideline8.cfm</a></i>		
<b>Student Complaint Procedure<sup>12</sup></b>	<b>School Contact</b>	<b>Faculty Contact</b>	<b>University Contact</b>
	Elaine Chau Undergraduate Studies School of Aviation  Phone: + 61 2 9385 6767 Email: <a href="mailto:aviab@unsw.edu.au">aviab@unsw.edu.au</a>	A/Prof Julian Cox Associate Dean (Education) <a href="mailto:julian.cox@unsw.edu.au">julian.cox@unsw.edu.au</a> Tel: 9385 8574 or Dr Scott Mooney Associate Dean (Undergraduate Programs) <a href="mailto:s.mooney@unsw.edu.au">s.mooney@unsw.edu.au</a> Tel: 9385 8063	Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice- Chancellor (Students) and Registrar.  Telephone 02 9385 8515, email <a href="mailto:studentcomplaints@unsw.edu.au">studentcomplaints@unsw.edu.au</a> <a href="http://www.unsw.edu.au">au</a>  University Counselling and Psychological Services <sup>13</sup> Tel: 9385 5418

<sup>10</sup> [UNSW OHS Home page](#)

<sup>11</sup> [UNSW Assessment Policy](#)

<sup>12</sup> [UNSW Student Complaint Procedure](#)

<sup>13</sup> [University Counselling and Psychological Services](#)

## 11. UNSW Academic Honesty and Plagiarism

### What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.

\*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

[www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

\* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne