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**TRABAJO DE FIN DE MÁSTER**

**A COMPARATIVE ANALYSIS: FLIPPED AND ONLINE LEARNING IN THE  
HIGHER TECHNICAL DEGREE OF TRAVEL AGENCIES AND EVENT  
MANAGEMENT**

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## ABSTRACT

The training of quality professionals in the tourism intermediary sector is very important in a country like Spain, where the tourism sector generates about 13% of Growth Domestic Product (GDP). This quality training is subject to a good use of the English language and the use of new technologies so that students can join an increasingly globalized market. To provide this training, Junta de Castilla y León offers an English module in the Higher Technical Degree in Travel Agencies and Event Management. In order to achieve the best methodological approach to be applied in this module using new technologies with the existing curriculum, this master's dissertation proposes a contrastive analysis between flipped learning and fully online learning. The contrastive analysis is shown through an annual syllabus for the above-mentioned English module. The results show that it is not possible to achieve some of the objectives, contents and competences requested by the curriculum using the fully online learning approach, mainly due to the lack of interaction, while it is possible using the flipped learning approach. This indicates that for a good training of future professionals in the tourism intermediary sector, we should select the correct approach in which there is interaction while promoting the use of new technologies.

Keywords: online learning, fully online learning, blended learning, flipped learning, travel agencies, event management.

## RESUMEN

La formación de profesionales de calidad en el sector intermediario del turismo es de vital importancia en un país como España, en el que el sector turístico genera cerca del 13% del producto interior bruto (PIB). Esta formación de calidad viene supeditada a un buen uso del idioma del inglés y al uso de las nuevas tecnologías para que los estudiantes puedan incorporarse a un mercado cada vez más globalizado. Para dar esta formación, la Junta de Castilla y León oferta un Grado Técnico Superior de Agencias de Viajes y Gestión de Eventos. Con el fin de conseguir el mejor enfoque metodológico a aplicar en el módulo de inglés usando las nuevas tecnologías con el currículo existente, en este trabajo de fin de máster se propone un análisis contrastivo entre el *flipped learning* y el *online learning*. El análisis contrastivo se muestra a través de una programación anual para el mencionado módulo de inglés. Los resultados muestran como usando el enfoque *del online learning* no se pueden llegar a conseguir algunos de los objetivos, contenidos y competencias que solicita el currículo debido primordialmente a la falta de interacción, mientras que si se usa el enfoque *flipped learning* sí es posible. Esto indica que para una buena formación de los futuros profesionales del sector intermediario del turismo son posibles y necesarios enfoques en los que haya interacción a la vez que se fomenta el uso de las nuevas tecnologías.

Palabras clave: online learning, fully online learning, blended learning, flipped learning, agencias de viajes, gestion de eventos.

## TABLE OF CONTENTS

1. INTRODUCTION .....	3
2. GENERAL CONCEPTS .....	4
3. ONLINE LEARNING AND FLIPPED LEARNING .....	4
4. HYPOTHESIS .....	9
5. ANNUAL SYLLABUS .....	10
5.1 HIGHER TECHNICAL DEGREE, ENGLISH MODULE, AND EDUCATIONAL CENTER .....	10
5.2. COMPETENCES .....	11
5.3. OBJECTIVES .....	12
5.4. CURRICULAR ADAPTATIONS FOR STUDENTS WITH SPECIFIC EDUCATIONAL SUPPORT NEEDS .....	13
5.5. COMPLEMENTARY AND EXTRACURRICULAR TASKS .....	14
5.6. TRANSVERSAL TASKS .....	15
5.7. METHODOLOGY GUIDELINES TO BE APPLIED .....	15
5.8. TIMING .....	17
5.9. DEVELOPMENT OF TASKS .....	19
5.10. DIDACTIC RESOURCES .....	22
5.11. ASSESSMENT CRITERIA .....	23
5.12. SEQUENCING OF DIDACTICS UNITS IN THE MODULE .....	25
6. DISCUSSION .....	45
7. CONCLUSIONS .....	48
8. BIBLIOGRAPHY .....	51
ANNEX 1 .....	55

## 1. INTRODUCTION

Tourism is one of the most prolific sectors in Spain, accounting for nearly 13% of the country's Growth Domestic Product (GDP). When we talk about tourism, we are not only referring to sectors such as the hotel and catering sector, but also to an intermediary sector such as travel agencies and event management. Despite the facilities that the Internet has given us to travel, the travel intermediation sector has experienced significant growth in recent years. However, this growth must be sustained over time. To achieve this, travel agencies must have qualified personnel, extensive use of the Internet and an increase in advisory and assistance activities for travelers. Besides, travel agencies must make use of new technologies. These have to be their basic tools to be able to offer a quality service. Moreover, the events sector has become one of the most promising sectors in the coming years. Events have become a great marketing tool for companies. Clients in this sector look for professionalism, creativity, novelty, and quality services.

In order to train the professionals needed in these sectors to provide the required quality, Junta de Castilla y León offers a Higher Technical Degree in Travel Agencies and Event Management. As it belongs to the tourism sector, where the use of languages is very important, it promotes the training of future professionals in the sector in English. For this reason, it includes a specific English module.

To achieve the mentioned quality, finding the correct learning approach is very important. For this reason and considering the importance of English training of the future professionals in which the use of new technologies is one of the key elements, this dissertation proposes a contrastive analysis between two different learning approaches; flipped learning and fully online learning. First, a theoretical comparison will be presented, according to previous research by professional educators. Secondly, we will design an annual syllabus comparing the two approaches in order to verify if any learning approach in which technologies are used is valid to train the future quality professionals of the sector according to the existing curriculum in the English module. Finally, we will discuss what has been observed in the comparison and get conclusions.

## 2. GENERAL CONCEPTS

Throughout this dissertation, several concepts will be discussed that must be clarified and defined beforehand.

Although many authors use the concept approach and methodology almost interchangeably, others such as Ellis and Bliuc (2019) use only the term approach. They state that “we need to consider forces which are rapidly changing the context of the student learning experience, such as the growth in use of the online learning environment. There is a notable body of research referred to as Student Approaches to Learning (SAL)” (p.12.) Entwistle (2012) defines student learning approach such as “the contrasting ways in which students carry out learning tasks.” Therefore, with this definition in mind, in this dissertation we have taken two ways in which learners can carry out their tasks in an online learning environment. One of them is remotely (fully online learning), and the other is in a hybrid way in which one part is online and the other face-to-face (flipped learning).

We also consider that we should make a clear differentiation between online teaching and online learning. Online teaching is: “the process of educating others on virtual platforms.” ([www.teachmint.com](http://www.teachmint.com)) while online learning is “is the acquisition of knowledge which takes place through electronic technologies and media.” (<https://e-student.org>) Since in this dissertation we focus on the student’s acquisition of knowledge and not on the process of educating, the term that will be used is online learning.

## 3. ONLINE LEARNING AND FLIPPED LEARNING

According to Shethy (2008), “we are living in an ever-changing world” (p.29). This constant change has been accentuated by the large amount of technology that has been developed year after year. Technology affects every aspect of our lives. We can see changes in the way we relate to people, since we can now communicate with people from different parts of the world through video calls or text messages. We also see changes in the way we travel. On many occasions we book hotels through applications such as *Booking* or we contact travel agencies via email. Shethy (2008) states that education has also evolved and varied due to this technological revolution. In this sense, there is an increasing demand for non-traditional methodologies. As stated by Graham et al. (2013) we consider non-traditional methodologies as those that are not limited to teaching only in a classroom environment. One of them is online

learning. According to Benson (2002) online learning is the access to learning experiences through the use of some technology.

Garrison and Kanuka (2004) show three different approaches: online supported learning, blended learning and fully online learning (figure 1). Online supported learning is referred to a learning that is assisted by online resources. This can happen in face-to-face lessons but using some online resources. Moreover, blended learning is referred to a hybrid approach that use online learning and face-to-face lessons, and finally, fully online learning that means that students learn remotely using online resources. In this dissertation we will develop and contrast two of the approaches, fully online learning and blended learning.

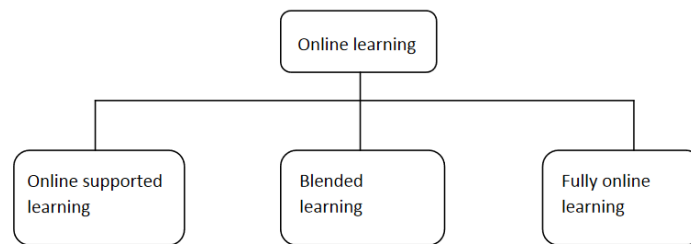


Figure 1. Garrison and Kanuka (2004) diagram.

### 3.1. FULLY ONLINE LEARNING

We understand fully online learning as Percy (2009): “it is the newest form of distance learning primarily based on asynchronous text-based communication over the web” (p.5.) This means that most of the lessons will be held asynchronously remotely so that the learner can study and work at the pace that best suits his or her abilities and schedule, and that sometimes there will be synchronous sessions to have tutorials with the teacher in order to solve doubts. In the proposal of this dissertation the possible synchronous lessons that could be done through platforms such as *Zoom* or *Webex* will be excluded because we want the student to be able to completely adapt this approach to his life without depending on having a fixed schedule, not even in small synchronous lessons. Moreover, in this dissertation we are going to use and understand the terms online learning, e-learning and distance learning interchangeably as many authors such as Percy (2009).

In a globalized world where people seek to study in other countries and where people increasingly have to combine work and studies, there is a great demand for fully online learning. This is why many authors have studied this approach. Firstly, they state that fully

online learning has the ability to focus on the needs that individual learners may have. Marc (2002) states that a fully online learning approach focuses its attention on the needs of the individual learners and not on the needs of the instructors or educational institutions. Sometimes educational institutions have group goals to achieve and forget about the personalized attention that a student may need. Moreover, Jonassen (1991) considers that fully online learning supports constructivist instructional design theory because this type of learning stresses the importance of individual discovery and construction of knowledge. By having to learn remotely, students cannot constantly resort to the teacher, so they build their own learning through the resources provided by the teacher but also through resources that the student can find to understand and comprehend the contents.

In addition, Smedley (2010) argues that this approach has flexibility regarding time and place. Of course, as the students do not have to go to face-to-face lessons, they could choose the place in which they want to learn and the time. Furthermore, they can adapt their schedules to their learning. In this way, since most tasks are performed asynchronously, learners are able to adapt their learning to their own pace and speed. This increases satisfaction and decreases stress. Moreover, students develop technological skills that are very important in today's world.

Besides, researchers say that fully online learning gives students the opportunity to communicate in another way such as forums. This can help students who have problems expressing themselves in public to share their knowledge and doubts, and thus improve their learning. This learning improvement will be due to the fact that they will feel more confident when sharing doubts or opinions, thus, favoring their understanding of the subject matter.

Moreover, the cost of this approach is affordable for many students. While it is true that students must have an Internet connection and an electronic device, this expense is less than the cost of books, travel and fees charged by institutions for attending lessons in person. Thus, it allows education to reach a wider range of social classes.

But, in this approach not everything is positive. Many authors comment on some drawbacks that should have been taken into consideration. Fully online learning makes learners undergo remoteness, as well as lack of interaction or relation. This can generate a feeling of loneliness that is not conducive to learning. It therefore requires a very strong motivation and time management skills to reduce such effects. In addition, the lack of or reduced interaction produce that this approach may negatively impact socialization skills. Wagner (1994) states

that interaction is as “reciprocal events that require at least two objects and two actions. Interactions occur when these objects and events mutually influence one another.” Anderson (2004) specifies that it is “defining and critical component of the educational process and context”. Besides, in fully online learning students cannot interact as much as they should.

Moreover, with respect to clarifications, explanations, and interpretations, the fully online learning approach may be less effective than traditional approaches to learning. The learning process is much easier face-to-face with instructors or teachers because of the feedback. Hattie (2009) states the positive impact of feedback in learning. Just as feedback is important, so is the timing. Van der Kleij, Eggen, Timmers, & Veldkamp (2012) argue that students pay less attention to delayed feedback compared to immediate feedback. In fully online learning students do not obtain immediate feedback.

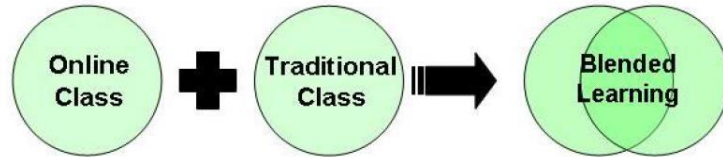
Moreover, when it comes to improvement of a learner's communication skills, fully online learning may have a negative effect. Though students may acquire a lot of knowledge, they may not be able to transmit it to others. Although this approach favors other types of communication, if the skills needed for a profession require speaking, this approach will be a problem for the student's entire learning process.

Furthermore, in tests and assessments in fully online learning can be difficult to control or regulate cheating. Finally, fully online learning may also be subject plagiarized activities if teachers do not have anti-plagiarism tools such as *Turnitin*.

### **3.2. BLENDED LEARNING - FLIPPED LEARNING.**

As Percy (2009) states, blended learning is a “learning solution that provides a mix of online and face-to-face elements (Figure 2). It has been further redefined to mean a learning solution that contains formats, media, and experiences, including informational and instructional elements, synchronous and asynchronous learning, self-paced and instructor-led learning.” (p.5)





*Figure 2: Composition of blended learning. Tayebinik and Puteh (2010)*

There are several types of blended learning, but in this dissertation, we will focus on flipped learning. Flipped learning is a relatively new blended learning approach. In 2014, the Flipped Learning Network (FLN) defined flipped learning as:

Pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”. (p.6)

Furthermore, FLN states that teachers will incorporate new or different approaches into their classrooms by switching from a flipped class to actively participating in flipped learning.

This means that the individual instruction is done online through videos, podcasts, etc., and that in the group or face-to-face lessons teachers focus on tasks and a learning environment that favors the learning of our students so that it is fully effective.

Although it is a relatively recent approach, many teachers have implemented it in their classrooms in order to improve their students' learning. They have seen the many advantages that flipped learning can have as well as its disadvantages.

Firstly, although students cannot adapt the speed and learning according to their abilities since they have to follow the pace set by the teacher and the group, they will be able to re-watch the videos or resources provided to them in the individual instruction, and thus reinforce what they had not previously understood. In this way, flipped learning is adapted to the individuality of each student.

Moreover, it will be possible to dedicate the time of the face-to-face lessons to tasks that are more effective for the students' learning. With them, students should learn and get more out of face-to-face lessons, reducing boredom and promoting motivation. Also, students will be able to develop social skills that favor their complete learning.

Furthermore, by receiving feedback from the students (through questionnaires or activities) prior to the face-to-face lessons, teachers will be able to focus more deeply on the students' difficulties, favoring effective learning. This makes the students feel that the teacher understands their difficulties and therefore they will have a closer relationship with the teacher, which on many occasions results in a better learning environment. This favors the participation and involvement of the students in their own learning. In addition, the immediate feedback they receive in the face-to-face sessions favors learning as mentioned above (see p. 7).

This approach also has some disadvantages that should be taken into consideration. Lessons may be less engaging for students than live lessons. By not being in a classroom environment, students may be distracted or bored when watching videos or doing activities prior to the face-to-face lessons. They may find it as useless and demotivating as homework. In addition, even if they conduct quizzes about the activity, many authors such as Roehling (2018) state that if there is no grade involved, many students may choose not to watch the videos or not to be sufficiently engaged, thus impairing their learning. Flipped classes usually require more work and commitment on the part of the students. This can be stressful for students if they have to combine the subject that takes a flipped learning approach with other subjects that also require student time. Finally, if there are any technical problems, having limited time to complete the quizzes and video viewing it may impair the student's learning or slow them down compared to the group's learning.

#### **4. HYPOTHESIS**

As we have seen, these two approaches use technology. Training students using learning approaches in which new technologies are used is very relevant when students are going to be incorporated into work sectors where these technologies are needed. One of these sectors is the tourism intermediary sector. This sector, being one of the most important in Spain, needs quality professionals. Thus, we wonder if the demands required in the curriculum for the training of quality professionals established by the Junta de Castilla y León for the English module in the Higher Technical Degree of Travel Agencies and Events Management could be met using both approaches. Or, on the contrary, these approaches would not be able to meet the demands required for quality training. To this end, we are going to design an annual syllabus for the English module comparing the two different methodological approaches abovementioned.

Taking into consideration what has been established by the researchers, these are the hypotheses put forward in this dissertation:

- The objectives that can be achieved with the two approaches are not the same.
- The competences that can be acquired with the two approaches are not the same.
- We will not be able to offer the quality training requested by the curriculum in both approaches because of the lack of interaction.

## **5. ANNUAL SYLLABUS**

### **5.1 HIGHER TECHNICAL DEGREE, ENGLISH MODULE, AND EDUCATIONAL CENTER**

According to *REAL DECRETO 1254/2009 9 Diciembre 2010, BOCYL*, the Higher Technical Degree of Technician of Travel Agencies and Events Management is identified by the level of Higher-Level Degree. Besides, the duration of the title is 2,000 hours. Moreover, it belongs to the professional family: Hospitality and Tourism. Finally, its European reference is ISCED-5b (International Standard Classification of Education.)

Moreover, this decree states that the professional profile of the title is determined by its professional, personal, and social competences. The general competence that students should acquire lies in selling tourist services to clients who request them, and in programming and carrying out tours or other types of events. They must also ensure consumer satisfaction and develop marketing programs. Regarding the professionals that this degree trains, we find people who work in the tourism sector in travel agencies and in agencies that are in charge of the organization and reception of events. The most relevant occupations that these professionals have are travel agency office or department management, travel consultant, travel agent, and event organizer.

We have to take into consideration that the travel intermediation sector has experienced significant growth in recent years. But its future lies in a qualified personnel and specialization. Moreover, this sector should use new technologies and make them its basic tools for a quality service. Travel agencies are seen as an added value that links suppliers and customers. To achieve this, travel agencies must offer quality service. This service cannot be based only on the sale of tickets since these can be obtained by consumers using applications such as *Booking*

or through the Internet. Therefore, it will have to be based on the trust that the agency provides since the agent is in charge of finding the best alternative for the client according to his specifications.

Finally, the events sector is experiencing tremendous growth as it has become a valuable and profitable marketing tool for many companies. Clients demand novelty and creativity as well as professionalism and quality.

Specifically, the English module, CL10, is only applied in Castilla y León. It covers English contents that are necessary for the professional student's development.

This module has the necessary English training for future professionals to be able to carry out the tasks of travel agencies and event with quality. According to the above-mentioned decree, the module contributes to achieving the general objectives d), e), h) and i) (see p.13), and competences d), e), f), g), h) and i) (see p.12). The tasks that will allow to achieve the objectives established in the module curriculum are the description and analysis of the communication processes, the evaluation and identification of the different documents that can be used in travel agencies and events, and the identification and analysis of unforeseen situations such as a complaint or claim.

In Castilla y León there are 7 centers that offer the Higher Technical Degree in Travel Agencies and Event Management. Specifically in Valladolid it is only offered in IES Diego de Praves. Our annual syllabus therefore focuses on this center. As the only center that offers this Higher Technical Degree, students are diverse. In addition, since the higher technical degree is not a compulsory education, the context of the center is not relevant and does not affect the students who take it. Given the great demand from students, the center has decided to offer a completely online course in which students do not have to go to the center apart from the usual face-to-face course.

## **5.2. COMPETENCES**

In order for the curriculum to be fully developed for the quality training of students, the annual syllabus must provide to students the acquisition of the required competences. In the end, the student should not only acquire the contents and skills that will allow him to develop his future profession, but he will also have to acquire competences. These competences will

allow the student to have a complete training since in his future job the student will have to work in a social environment, dealing with clients and with his colleagues.

The professional, personal and social competences linked to the English module according to *REAL DECRETO 1254/2009, de 24 de Julio article 5.* are:

d) Select suppliers, according to their quality/price ratio, calculating both costs and profit, in order to set the final price of the offer.

e) Propose promotion and communication programs, as well as distribution channels, to make the company's offerings known to the market, monitoring their effectiveness.

f) Advise and propose to the client different alternatives of tourist and similar services, interpreting their requests and gauging their needs, in order to meet their expectations.

g) Reserve the rights of use of tourist services and products, calculating the rates to be applied, issuing vouchers and confirmation documents thereof.

h) Establish organizational structures and manage travel agency departments to optimize human and material resources and control results.

i) Assiduously apply the different information and communication technology tools of the sector in the performance of the tasks, as well as to keep continuously updated in the same.

These competences should be required in the two learning approaches that are proposed so that learning is in line with the curriculum.

### **5.3. OBJECTIVES**

In the development of this annual syllabus, specifically focused on the English module, it is intended students achieve certain goals. Achieving these objectives is an indicator that the module adapts both to individual skills and needs as well as to collective ones.

The general objectives linked to the English module according to *REAL DECRETO 1254/2009, de 24 de Julio* are:

d) Evaluate economic and quality variables, applying different methods to select suppliers.

e) Analyze marketing tools and strategies, recognizing their phases and applications in order to propose promotion, communication and distribution programs.

h) Characterize the documentation of travel agencies and service providers, applying different procedures to issue the appropriate documentation related to travel and other services.

i) Analyze human and material resources, characterizing positions, personnel functions and equipment in order to establish organizational structures and manage travel agency departments.

As in the case of the competences, this syllabus will seek to achieve these objectives through the two approaches presented and compared.

#### **5.4. CURRICULAR ADAPTATIONS FOR STUDENTS WITH SPECIFIC EDUCATIONAL SUPPORT NEEDS**

For learning to be effective, teachers must take into account the diversity that exists in the classroom. The community of Castilla y León, after having analyzed the diversity found in its classrooms, has developed different plans ([https://www.educa.jcyl.es/educacyl/cm/educacyl/tkContent?idContent=8610&locale=es\\_ES&textOnly=false](https://www.educa.jcyl.es/educacyl/cm/educacyl/tkContent?idContent=8610&locale=es_ES&textOnly=false)). The different diversities that the Junta de Castilla y León contemplates are foreign and minority students, students in need of specific educational guidance, students with cases of truancy, students with intellectual giftedness, and students with special educational needs.

The first one is *Plan para Alumnos Extranjeros y de Minorías* (Plan for Foreign and Minority Students.) This plan is established for those students who are foreigners. Also, for those who are Spanish but have a culture that allows them to have their own identity. Both groups may have difficulties to have a normal access to the education system. Some of the measures proposed in this plan are the promotion of interculturalism in the classrooms, making it possible for students to have real progress and normal education or curricular adaptations.

The second one is *Plan de Atención al Alumnado con Superdotación Intelectual* (Plan of Attention to Intellectually Gifted Students.) This plan is intended for those students who have high abilities and therefore require a more specific type of attention. This plan does not focus so much on the students but on the teachers since it focuses on proposals to identify this

type of students and on the development of programs that are appropriate for this type of students. These programs should include linguistic and social adaptations as well as innovative extracurricular activities.

The third one is *Plan de Orientación Educativa* (Educational guidance plan.) This plan is intended to guide and advise students in aspects related to both their professional and school life as well as their personal life. This allows to prevent psychological problems that students may have.

The fourth one is *Plan de Atención al alumnado con Necesidades Educativas Especiales* (Attention Plan for Students with Special Educational Needs (ACNEE).) This plan is intended for students who have special needs such as various illnesses or disorders. The plan stipulates that a close relationship between the family and the student is important. It also states that, if necessary, the curriculum should be adapted so that students can acquire knowledge effectively. Among the measures proposed in this plan are more flexible organization and coordination between the different departments of the center.

In this annual syllabus, in the case of having any students with the special needs indicated, the plans shown above will be carried out in accordance with the Junta de Castilla y León.

## **5.5. COMPLEMENTARY AND EXTRACURRICULAR TASKS**

Complementary activities are proposed in order to reinforce the knowledge that students acquire in class and to expand in a more dynamic way the contents covered in class. In the same way, it favors a break with routine and therefore helps students to be more motivated. While with the online approach these complementary activities will be limited to lectures or courses that students can attend online to strengthen their knowledge, in the flipped learning approach students can carry out activities that include attending an event to evaluate the work or visiting a travel agency where they can obtain first-hand information from the workers.

## **5.6. TRANSVERSAL TASKS**

In the flipped learning approach, it is possible to carry out tasks that promote not only the students' knowledge but also social and respect skills.

The fact that the students are going to work in front of the public makes this transversal training essential. For this reason, we will try to work with the students on tasks within the following fields:

- Cooperation education in which tasks that help to resolve conflicts will be carried out. This will be done through group work. In addition, tasks such as debates can be done in which students have to exchange opinions and respect their peers.
- It is imperative that education be the same for all students regardless of whether they are boys or girls. To this end, tasks will be carried out in which both boys and girls will have to participate equally.

In the fully online learning approach, due to its individualistic characteristics, it can have practically no transversal tasks. However, forums will be provided so that students can discuss the contents of the course. In this way, cooperation will be encouraged.

## **5.7. METHODOLOGY GUIDELINES TO BE APPLIED**

According to *DECRETO 57/2010, de 9 de Diciembre*, the module states that its main objective is for students to receive quality training in English for their future work in the travel agency and event management sector. Furthermore, it serves to specialize students in the sector. It adds that teachers should transfer students' knowledge through tasks in which students have to face situations similar to those they will encounter in their future work in travel and event agencies. Therefore, these tasks should be mainly oral but written training cannot be neglected. The student must make oral presentations, simulations of diverse situations, listening to YouTube videos, podcasts etc. from daily life and the professional sector, and different relevant written texts for the sector. Furthermore, the decree says that the language must be the instrument of communication during the development of the classes. In addition, it states that the teacher will propose work tasks based on telephone and face-to-face communication simulations, role-playing tasks and group discussions among others.



Taking this into consideration, two different learning approaches are proposed in this annual syllabus:

### **5.7.1. FLIPPED LEARNING**

The first approach mentioned is flipped learning. In this approach, we find interactive group learning tasks inside the classroom and individual instruction through materials, generally related to new information and communication technologies (ICT), outside the classroom.

Firstly, the approach to be applied in this syllabus changes the teacher-student axis. In traditional approaches, the teacher gave master classes in which he transmitted all the knowledge and the student listened and took notes. Once at home, the students did their homework and studied. At the end, the students had to take an exam to prove that they had acquired the required knowledge. However, in the flipped learning approach, students acquire the knowledge at home. Once acquired, this knowledge is consolidated in class.

Knowledge acquisition occurs in two phases:

The first one is before class. The teacher provides the students with videos, podcasts or different tasks that allow the students to acquire the main concepts. To verify that these concepts have been acquired, the teacher gives the students a questionnaire that the students must answer. This allows the teacher to have a feedback before going to the classroom and to facilitate a formative evaluation.

The second is in class. Students work on different tasks, debates, discussions, group work, projects etc. Group work and student-centered learning are encouraged since the teacher functions as a guide.

### **5.7.2. FULLY ONLINE LEARNING**

The second approach proposed in this syllabus is fully online learning. In this approach, we find mostly asynchronous teaching. All the activities are done outside the classroom. As

well as in flipped learning in this approach ICT is going to be used. Due to asynchronous characteristics, there will be not barely interaction tasks or group tasks, although some written tasks could be done in groups. Moreover, this approach, as flipped learning, changes the teacher-student axis. Since the students will not receive direct instruction from the teacher, they will have to form their own knowledge. The teacher will monitor and resolve doubts through videoconferences.

Knowledge acquisition occurs in two phases:

The first is outside the classroom, remotely. It will be asynchronous. Students will be sent videos that they will have to watch or different tasks to learn the theory of the subject. Afterward, students will be sent tasks that they will have to complete, which will also be evaluable. All these tasks will have a stipulated delivery date, but students can organize them as they prefer, according to their schedules. Some written tasks will be done in groups through platforms such as *Google Drive*. In this way, students will be able to do certain tasks in groups but still adapt their schedules as they wish. In addition, in the *Moodle* platform, the teacher will provide forums where students can share their opinions or doubts, which will be answered by other classmates or by the teacher.

The second phase is mentoring. These will be carried out synchronously through a platform such as *Zoom*, *Webex*, *Teams*, etc. These will be synchronous, and the student will be able to ask the teacher all the doubts they may have about performing the tasks or understanding the theory provided.

## **5.8. TIMING**

According to *DECRETO 57/2010, de 9 de diciembre* establishing the curriculum for Higher Technical Degree in Travel Agencies and Event Managements in Castilla y León, English module CL10 has 42 hours.

Moreover, this decree designates a total of 2 hours per week for the CL10 English module taught in the second year of the Higher Technical Degree. In this decree, there is no provision for work to be done in the classroom or outside the classroom. Thus, this gives us flexibility in our approaches.

In this educational center, the two hours per week stipulated in the curriculum are taught on Wednesdays and Thursdays. Therefore, if students followed the flipped learning approach, they would attend face-to-face lessons on these days. However, if students followed

fully online approach, they would be able to organize themselves whenever they want, just having to meet some deadlines, without being limited to those two days.

The annual syllabus will last 21 weeks. The module will finish before Easter Holidays. The school year lasts only two semesters because the students are in the second year of the higher technical degree. In the third semester the students will do their internships in companies.

Following these designated weeks, we work with a time distribution of the different didactic units according to the objectives and learning outcomes stipulated in the curriculum. We have also taken into account the thematic load of each unit and the difficulty that each of them may have. Moreover, the first two didactic units will be developed in the first semester while the last two didactic units will be developed in the second semester. This distribution is established for both approaches.

<b>TIMING</b>	<b>DIDACTIC UNIT</b>
8 hours	1. Where do you want to go?
12 hours	2. Using the phone and the e-mail: Cancellations and management.
14 hours	3. Interpreting, understanding and comparing documents: A contrastive study
8 hours	4. Situations at an event: How to organize

*Table 1: Timing distribution of the didactic units*

It is intended to work with 4 different didactic units to carry out all the objectives stipulated in the module (table 1). Didactic units 2 and 3 are relatively longer compared to didactic units 1 and 4. This is because the objectives, competences, and contents covered in these teaching units are strongly linked. In unit 2, issues related to both travel agencies and events management are treated using the telephone and email. On the other hand, in unit 3 there are 5 different documents to be compared and worked on. Therefore, it is considered that they need more time to deal with them in depth.

However, this timing is considered provisional. As it is done before the beginning of the school year, the aptitudes and abilities of the group are not yet known. Changes may be made according to the group.

## 5.9. DEVELOPMENT OF TASKS

Based on the proposed timing, two different chronologies for tasks according to the two different approaches are proposed:

### 5.9.1. FLIPPED LEARNING

In traditional methodologies such as grammar-translation, teachers worked with an introduction (5 minutes), an explanation (35- 40 minutes) and a resolution of exercises (15 minutes). In most cases, exercises were relegated to the background and the teacher used most of the session to explain theoretical concepts. Most of these activities were done through a textbook. In addition, the teacher used to send homework to the students, which was demotivating.

Flipped learning approach change the timing because lessons are inverted. Firstly students, before attending face-to-face lessons, should watch videos and elaborate a questionnaire. Then, in the face-to-face lesson, first of all, doubts obtained in the questionnaires will be solved. Afterwards, different tasks will be carried out through which the students will build their knowledge (table 2).

CLASS DEVELOPMENT			
BEFORE CLASS		FACE TO FACE	
TASK	TIME	TASK	TIME
Video, podcast, tasks etc.	10 minutes.	Previous Knowledge.	5 minutes.
		Questions and resolution of doubts.	10 minutes.
Questionnaires.	15 minutes.	Different tasks.	45 minutes

Table 2: Distribution of the flipped learning tasks

A grouping of the tasks to be performed in the flipped learning approach can be made:

- Before class tasks: These activities take place outside the classroom. In these tasks, students are mainly expected to develop the levels of knowledge and comprehension according to the Bloom's taxonomy pyramid. On some occasions, analysis is required, so that level would also be reached. The following tasks can be used for this purpose:
  - Videos. These can be taken from platforms such as YouTube or made by the teacher. When the teacher makes them, he has several options, either capture and explain a presentation he has made or record himself explaining the concepts. Videos should be no longer than 10 minutes because it is the length of time that experts stipulate that a person's attention lasts for a certain period of time. If the videos should be longer, it is recommended that teacher makes several videos of less minutes. These videos are known as pills.
  - Questionnaires through apps and webs such as *Kahoot*, *Mentimeter*, *Quizizz*, etc.
  - Forums.
  - Sometimes these tasks could be reading of journalistic articles, informative texts or texts related to the topic. In the questionnaire students will analyze some information about the text.
  - Tasks for the comprehension of the videos or podcasts.
- Face-to-face: These tasks are intended to obtain the highest levels according to Bloom's taxonomy pyramid. These levels are analysis, synthesis and evaluation. Students work both individually and in groups and the teacher only functions as a guide. This allows the students to acquire immediate feedback which favors their learning. Moreover, all tasks are carried out using a communicative approach in order for students to produce the language while receiving input from the teacher or from their peers. Some of the tasks that can be used in the classroom are:
  - Resolving doubts that have arisen in the activities that are carried out before going to class. These doubts can be made through guided questions by the teacher who has obtained previous feedback through the questionnaires.
  - Discussions, debates etc.

- Group work in which they have to do different tasks to acquire the contents and competences stipulated in the curriculum to achieve the objectives.
- Individual work tasks.
- Different individual tasks.
- Games. These games are usually played in groups so that students can share their knowledge.

### 5.9.2. FULLY ONLINE LEARNING

In the fully online learning approach, the distribution in the different didactic units will consist in the viewing of a video or an activity that give students the previous knowledge that they need to carry out different tasks, and then in tasks that the students will have to perform mostly individually (table 3).

<b>CLASS DEVELOPMENT</b>			
<b>CLASS</b>		<b>TUTORING</b>	
<b>TASK</b>	<b>TIME</b>	<b>TASK</b>	<b>TIME</b>
Video, podcast, tasks etc.	10 minutes.	Ask questions to the teacher	30 minutes
Different tasks	50 minutes.		

*Table 3: Distribution of tasks in fully online learning*

- Content of the lessons: The aim is firstly to cover the levels of knowledge and comprehension and then through the different tasks cover higher levels such as

application, analysis, synthesis or evaluation. The following tasks can be used for this purpose:

- Videos. They can be elaborated such as in the flipped learning approach.
  - Reading of journalistic articles, informative texts, texts specialized in the field, etc.
  - Tasks for the comprehension of the videos such as questionnaires.
  - Forums.
  - Individual tasks such as writings.
  - Group written tasks through platforms such as *Google Drive*.
- Tutoring: The aim is that the students could solve all the doubt that they may have when doing the different tasks or watching the video.
- Meetings through *Zoom*, *WebEx*, etc.

## **5.10. DIDACTIC RESOURCES**

### **5.10.1. FLIPPED LEARNING**

In the flipped learning approach, the resources are very important. This is because the theoretical terms and contents are acquired remotely, without the teacher being present. It should be noted that this may cause the student to be distracted. Therefore, it is important to create tasks that attract students' attention and motivate them. That is why ICTs are used, since students are interested, and it is a way of working that motivates them.

Although in flipped learning approach teachers could design videos or texts, there are other ways to create assignments that can be more interesting for students: interactive whiteboards such as *Padlet*, visits to specific websites related to tourism, etc.

In order for teachers to receive feedback and to know if students have assimilated the required knowledge, questionnaires can be designed. Nowadays, we have at our disposal many resources to create questionnaires such as *Quizziz*, *Genial.ly*, *Google Forms*, etc. Thanks to these resources, students strengthen their knowledge in an interactive way. The platform used in this syllabus to make all these resources available to the student is *Moodle*.

For face-to face lessons, teachers have at their disposal many resources. From more traditional resources such as texts, manuals, books specialized in the field, debates etc. to more

interactive using ICTs such as *Padlet*, *Inshot*, Blogs etc. Teacher can also use techniques such as some of those included in the *gamification* approach.

### **5.10.2. FULLY ONLINE LEARNING**

In the online learning approach, one of the main resources we must have is a platform to be in contact with the students, and through which we can share information. This, in the case of this annual syllabus, will be done through the *Moodle* platform. On it, certain tasks will be enabled.

First, videos or tasks that give students the basic knowledge will be uploaded. Secondly, forums will be enabled so that students can share their opinions or doubts. In addition, in the *Moodle* itself the instructions of the tasks they have to perform will be uploaded.

These instructions will indicate what they have to do and in the case that platforms for collaborative written work are required, different platforms such as *Google Drive* or *Padlet* will be indicated.

In *Moodle*, deadline deliveries will also be enabled.

The same resources that have been mentioned in the flipped learning approach will be used for the realization and preparation of the tasks that the students will be asked to perform. We can use more traditional resources from books, specialized texts, etc., or less traditional ones such as online conceptual maps, etc. Gamification, being at a distance, is more complicated, but we can still make some games through platforms such as Kahoot.

For tutorials with the teacher, the platforms that can be handled are *Zoom*, *Webex*, *Black Collaborate*, *Microsoft Teams*, etc. Any application that allows us to make a video call and therefore the teacher and student can be in contact.

### **5.11. ASSESSMENT CRITERIA**

The evaluation criteria followed in this annual syllabus are based on *Orden EDU/2169/2008, de 15 Diciembre* and *Orden EDU/580/2012, de 13 Julio*, since they regulate the evaluation processes and the academic accreditation for the higher technical degrees. The following statements are highlighted:

- The evaluation will be continuous. Each module will have 4 ordinary calls. If the student has an accident, illness or work, he/she will be entitled to a maximum of 2 extraordinary calls.



- Students will receive a grade between 1 and 10. If the student does not obtain more than 5, he cannot pass the module.

In the case of this annual syllabus, in both approaches, continuous evaluation will be carried out. The students' day-to-day work will be evaluated based on the objectives and specific criteria of each didactic unit. In order to reduce subjectivity, the tasks will be evaluated through different rubrics. One example of a rubric that will be use can be seen in figure 3.

Task Description: (Teacher may explain specific assignment in this space.)

Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
<b>Level of Engagement</b>	50%	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points
<b>Preparedness</b>	25%	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge
<b>Attitude</b>	25%	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior

Figure 3: Rubric obtained from <https://www.northwestern.edu/searle/docs/Discussion%20Rubric%20Examples.pdf>

In both approaches, the final numerical grades will be obtained from the sum of the grades of the different didactic units. Therefore, students will not have to take any exams. Only if a student receives a grade lower than 5 in the continuous evaluation, he/she will be required to take a final exam in the period stipulated in the calendar.

The weight of the grades changes in each of the approaches being presented in this syllabus.

In flipped learning, as can be seen in the table 4, students will get 20% of the grade for each didactic unit from the quizzes or activities they have to do before class. The remaining 80% will be obtained from the tasks they perform in class.

<b>FLIPPED LEARNING</b>			
Questionnaires	20%	Tasks	80%

Table 4: Flipped learning grades

In fully online learning, as can be seen in Table 5, students will get 100% of the grade for the tasks they perform throughout each didactic unit.

<b>FULLY ONLINE LEARNING</b>	
Tasks	100%

Table 5: Fully online learning grades

It may be the case that the student is not satisfied with his or her grade. According to *Orden EDU/2169/2008* the following procedure should be followed. The student should write a letter and send it to the school administration. This complaint may have allegations and both parties can show and justify their disagreement with the grade.

This complaint will reach the corresponding department through the director. The department will be the one to maintain or change the student's grade. Then, the director must send a letter to the student involved with the decision of the department. The response may not take more than three days. If the student is still not satisfied with the answer, he can go to *Dirección Provincial de Educación*. Within 15 days this institution will respond. In case of disagreement the complaint shall be taken to the *Delegación Territorial de la Junta de Castilla y León*.

## 5.12. SEQUENCING OF DIDACTICS UNITS IN THE MODULE

The tables below show the 4 didactic units proposed in this annual syllabus. There we find the specific objectives that correspond to the learning outcomes stipulated in the curriculum. In addition, we find the contents that are going to be taught in each one of the units. Furthermore, we will see the evaluation criteria associated to the learning outcomes that will be assessed in each didactic unit. Finally, we will find the competences that will be acquired in each didactic unit. All the competences, objectives, assessment criteria and contents established

in these tables are obtained from the curriculum stipulated in *DECRETO 57/2010, de 9 de Diciembre*. Since the tables in the syllabus are very general, the in-depth development of session two of the first didactic unit can be seen in annex 1. The purpose of this is to show more precisely the type of activities that can be developed in each approach and how the different objectives, competences and contents of the unit are carried out.

Since we are proposing two approaches, the tables have been made in a comparative way, so that each of the items mentioned in both approaches can be compared.

<b>1. WHERE DO YOU WANT TO GO?</b>	4 weeks/ 8 hours
FLIPPED LEARNING	ONLINE LEARNING
OBJECTIVES (LEARNING OUTCOMES):	OBJECTIVES (LEARNING OUTCOMES):
1. Recognizes professional information in the field of travel agency and event management activities contained in clear and simple oral speeches delivered in standard language, identifying the overall content of the message.	1. Recognizes professional information in the field of travel agency and event management activities contained in clear and simple oral speeches delivered in standard language, identifying the overall content of the message.
2. Interpret written information related to the activities of travel agencies and event management contained in texts of diverse nature, comprehensively analyzing their contents.	2. Interpret written information related to the activities of travel agencies and event management contained in texts of diverse nature, comprehensively analyzing their contents.
3. Delivers simple, clear and well-structured oral messages related to the development of travel agency and event management activities, analyzing the content of the situation and adapting to the conversational situation.	3. Delivers simple, clear and well-structured oral messages related to the development of travel agency and event management activities.

<p>4. Prepares texts and written documentation specific to the sector of travel agencies and event management activities relating them to their purposes.</p>	<p>4. Prepares texts and written documentation specific to the sector of travel agencies and event management activities relating them to their purposes.</p>
<p>CONTENTS:</p>	<p>CONTENTS:</p>
<p><b>1. Comprehension of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Personal data. Documentation.</li> <li>- The greeting. Politeness and greeting formulas.</li> <li>- Components of the reservation of services. Intervention in the collection of requests.</li> <li>- Identification of industry-specific terminology for Travel Agencies and Event Management activities.</li> </ul>	<p><b>1. Comprehension of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Personal data. Documentation.</li> <li>- The greeting. Politeness and greeting formulas.</li> <li>- Components of the reservation of services. Intervention in the collection of requests.</li> <li>- Identification of industry-specific terminology for Travel Agencies and Event Management activities.</li> </ul>
<p><b>2. Interpretation of written messages:</b></p> <ul style="list-style-type: none"> <li>- Identification of the elements that compose the offer of an establishment destined to the activities of Travel Agencies and Event Management.</li> <li>- Terminology specific to the activities of Travel Agencies and Event Management: <ul style="list-style-type: none"> <li>○ Intervention related to the presence of clients.</li> </ul> </li> </ul>	<p><b>2. Interpretation of written messages:</b></p> <ul style="list-style-type: none"> <li>- Identification of the elements that compose the offer of an establishment destined to the activities of Travel Agencies and Event Management.</li> <li>- Terminology specific to the activities of Travel Agencies and Event Management.</li> </ul>

<p><b>3. Production of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Oral messages: <ul style="list-style-type: none"> <li>○ Registers used in the delivery of oral messages.</li> </ul> </li> <li>- Use of terminology specific to the activities of Travel Agencies and Event Management: <ul style="list-style-type: none"> <li>○ Customer related.</li> </ul> </li> <li>- Use of terminology specific to the tourism sector.</li> <li>- Treatment of people in the activities of Travel Agencies and Event Management.</li> <li>- Intervention in the request, confirmation, refusal or changes in procedures related to Travel Agencies and Event Management.</li> <li>- Intervention related to the presence of customers</li> </ul>	<p><b>3. Production of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Oral messages: <ul style="list-style-type: none"> <li>○ Registers used in the delivery of oral messages.</li> </ul> </li> <li>- Use of terminology specific to the activities of Travel Agencies and Event Management: <ul style="list-style-type: none"> <li>○ Customer related.</li> </ul> </li> <li>- Use of terminology specific to the tourism sector.</li> </ul>
<p><b>4. Emission of written texts:</b></p> <ul style="list-style-type: none"> <li>- Expression and completion of documents related to the management and sale of products of the activities of Travel Agencies and Event Management.</li> <li>- Contracts and commercial agreements.</li> </ul>	<p><b>4. Emission of written texts:</b></p> <ul style="list-style-type: none"> <li>- Expression and completion of documents related to the management and sale of products of the activities of Travel Agencies and Event Management.</li> <li>- Contracts and commercial agreements.</li> </ul>
<p><b>ASSESSMENT CRITERIA:</b></p>	<p><b>ASSESSMENT CRITERIA:</b></p>

<p>For 1<sup>st</sup> objective:</p> <p>a) Those aspects and terminology specific to the tourism sector in general and to travel agencies and event management activities in particular have been recognized.</p> <p>e) They have interpreted oral or telephone requests for information made by customers or tourism service providers.</p> <p>g) Requests for reservations, confirmations and changes have been collected on behalf of customers in person at the establishment.</p> <p>i) Customer greeting and treatment formulas have been identified in travel agencies and event management activities.</p>	<p>For 1<sup>st</sup> objective:</p> <p>a) Those aspects and terminology specific to the tourism sector in general and to travel agencies and event management activities in particular have been recognized.</p> <p>e) They have interpreted oral or telephone requests for information made by customers or tourism service providers.</p> <p>g) Requests for reservations, confirmations and changes have been collected on behalf of customers in person at the establishment.</p> <p>i) Customer greeting and treatment formulas have been identified in travel agencies and event management activities.</p>
<p>For 2<sup>nd</sup> objective:</p> <p>a) Manuals and other documentation related to the operation of a travel agency and event management company have been interpreted.</p> <p>c) The content of texts or commercial documents, agreements, bonds or contracts that contribute or intervene in the development of travel agency and event management activities has been analyzed.</p> <p>k) The information contained in different supports that may influence the service provision process, such as timetables, rates, among others, has been interpreted.</p>	<p>For 2<sup>nd</sup> objective:</p> <p>a) Manuals and other documentation related to the operation of a travel agency and event management company have been interpreted.</p> <p>c) The content of texts or commercial documents, agreements, bonds or contracts that contribute or intervene in the development of travel agency and event management activities has been analyzed.</p> <p>k) The information contained in different supports that may influence the service provision process, such as timetables, rates, among others, has been interpreted.</p>
<p>For 3<sup>rd</sup> objective:</p> <p>b) Communication with people who use the foreign language has been established using the appropriate treatment and showing due respect.</p>	<p>For 3<sup>rd</sup> objective:</p> <p>c) The services that make up the offer of a travel agency and event management company have been described.</p>

<p>c) The services that make up the offer of a travel agency and event management company have been described.</p> <p>d) The elements that are part of the offer of a travel agency and event management company have been described.</p> <p>f) Customers, service providers and intermediaries have been attended by telephone or in person when requesting reservation management, confirmations or changes, providing the necessary information to the customer.</p> <p>h) The customer has been received with courtesy and professionalism, meeting their expectations.</p> <p>i) The information related to the service of a travel agency and event management company and other formalities related to the reception of the client have been provided.</p> <p>j) The customer has been advised about the different offers of own and external services, according to his requests.</p> <p>l) The customer has been informed about itineraries or routes associated with the basic service agreed upon.</p> <p>n) Notices and announcements have been issued to customers using the foreign language.</p> <p>o) Instructions have been issued using the foreign language.</p> <p>For 4<sup>th</sup> objective:</p> <p>a) The company has filled in forms and forms for the typical service of a travel agency and event management company.</p>	<p>d) The elements that are part of the offer of a travel agency and event management company have been described.</p> <p>i) The information related to the service of a travel agency and event management company and other formalities related to the reception of the client have been provided.</p> <p>l) The customer has been informed about itineraries or routes associated with the basic service agreed upon.</p> <p>n) Notices and announcements have been issued to customers using the foreign language.</p> <p>o) Instructions have been issued using the foreign language.</p> <p>For 4<sup>th</sup> objective:</p> <p>a) The company has filled in forms and forms for the typical service of a travel agency and event management company.</p>
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<p>d) Completed reservation confirmation and service information documents, correctly using the rules of courtesy.</p> <p>g) Commercial agreements and contracts have been drafted, if necessary, using the foreign language</p>	<p>d) Completed reservation confirmation and service information documents, correctly using the rules of courtesy.</p> <p>g) Commercial agreements and contracts have been drafted, if necessary, using the foreign language.</p>
COMPETENCES:	COMPETENCES:
<p>e) Propose promotion and communication programs, as well as distribution channels, to make the company's offerings known to the market, monitoring their effectiveness.</p> <p>f) Advise and propose to the client different alternatives of tourist and similar services, interpreting their requests and gauging their needs, in order to meet their expectations.</p> <p>i) Assiduously apply the different information and communication technology tools of the sector in the performance of the tasks, as well as to keep continuously updated in the same.</p>	<p>e) Propose promotion and communication programs, as well as distribution channels, to make the company's offerings known to the market, monitoring their effectiveness.</p> <p>i) Assiduously apply the different information and communication technology tools of the sector in the performance of the tasks, as well as to keep continuously updated in the same</p>

Table 6: 1st didactic unit

<p><b>2. USING THE PHONE AND THE EMAIL: CANCELLATIONS AND MANAGEMENT</b></p> <p>6 weeks/ 12 hours</p>	
<p>FLIPPED LEARNING</p>	<p>ONLINE LEARNING</p>
<p>OBJECTIVES (LEARNING OUTCOMES):</p>	<p>OBJECTIVES (LEARNING OUTCOMES):</p>



<p>1. Recognizes professional information in the field of travel agency and event management activities contained in clear and simple oral speeches delivered in standard language, identifying the overall content of the message.</p>	<p>1. Recognizes professional information in the field of travel agency and event management activities contained in clear and simple oral speeches delivered in standard language, identifying the overall content of the message.</p>
<p>2. Interpret written information related to the activities of travel agencies and event management contained in texts of diverse nature, comprehensively analyzing their contents.</p> <p>3. Delivers simple, clear and well-structured oral messages related to the development of travel agency and event management activities, analyzing the content of the situation and adapting to the conversational situation.</p>	<p>2. Interpret written information related to the activities of travel agencies and event management contained in texts of diverse nature, comprehensively analyzing their contents.</p> <p>3. Delivers simple, clear and well-structured oral messages related to the development of travel agency and event management activities.</p>
<p>4. Prepares texts and written documentation specific to the sector of travel agencies and event management activities relating them to their purposes</p>	<p>4. Prepares texts and written documentation specific to the sector of travel agencies and event management activities relating them to their purposes.</p>
<p>CONTENTS:</p>	<p>CONTENTS:</p>
<p><b>1. Comprehension of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Recognition of messages related to the activities of Travel Agencies and Event Management.</li> <li>- Personal data. Documentation.</li> </ul>	<p><b>1. Comprehension of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Recognition of messages related to the activities of Travel Agencies and Event Management.</li> <li>- Personal data. Documentation.</li> </ul>

<ul style="list-style-type: none"> <li>- The greeting. Politeness and greeting formulas.</li> <li>- Descriptions</li> <li>- Components of the reservation of services. Intervention in the collection of requests.</li> <li>- Identification of industry-specific terminology for Travel Agencies and Event Management activities.</li> <li>- Direct, telephonic, radio or recorded messages that may appear in the professional development of the Travel Agencies and Event Management activities sector.</li> </ul>	<ul style="list-style-type: none"> <li>- The greeting. Politeness and greeting formulas.</li> <li>- Descriptions</li> <li>- Components of the reservation of services. Intervention in the collection of requests.</li> <li>- Identification of industry-specific terminology for Travel Agencies and Event Management activities.</li> <li>- Direct, telephonic, radio or recorded messages that may appear in the professional development of the Travel Agencies and Event Management activities sector.</li> </ul>
<p><b>2. Interpretation of written messages:</b></p> <ul style="list-style-type: none"> <li>- Comprehension of texts and documents related to the activities of Travel Agencies and Event Management. <ul style="list-style-type: none"> <li>● contracts and other agreements</li> </ul> </li> <li>- Terminology specific to the activities of Travel Agencies and Event Management: <ul style="list-style-type: none"> <li>○ Intervention related to telephone assistance to customers.</li> <li>● Intervention related to the use of office and telematic means.</li> <li>● Intervention related to the use of ICTs</li> </ul> </li> </ul>	<p><b>2. Interpretation of written messages:</b></p> <ul style="list-style-type: none"> <li>- Comprehension of texts and documents related to the activities of Travel Agencies and Event Management. <ul style="list-style-type: none"> <li>● contracts and other agreements</li> </ul> </li> <li>- Terminology specific to the activities of Travel Agencies and Event Management: <ul style="list-style-type: none"> <li>○ Intervention related to telephone assistance to customers.</li> <li>● Intervention related to the use of office and telematic means.</li> <li>● Intervention related to the use of ICTs</li> </ul> </li> </ul>

<p><b>3. Production of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Oral messages: <ul style="list-style-type: none"> <li>○ Registers used in the delivery of oral messages.</li> </ul> </li> <li>- Use of terminology specific to the activities of Travel Agencies and Event Management: <ul style="list-style-type: none"> <li>○ Customer related.</li> </ul> </li> <li>- Use of terminology specific to the tourism sector.</li> <li>- Treatment of people in the activities of Travel Agencies and Event Management.</li> <li>- Telephone use.</li> <li>- Intervention in the request, confirmation, denial or changes in procedures related to Travel Agencies and Event Management.</li> <li>- Intervention related to telephone assistance to customers.</li> <li>- Intervention related to the use of office and telematic means.</li> <li>- Intervention related to the use of ICTs</li> </ul>	<p><b>3. Production of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Oral messages: <ul style="list-style-type: none"> <li>○ Registers used in the delivery of oral messages.</li> </ul> </li> <li>- Use of terminology specific to the activities of Travel Agencies and Event Management: <ul style="list-style-type: none"> <li>○ Customer related.</li> </ul> </li> <li>- Use of terminology specific to the tourism sector.</li> <li>- Telephone use.</li> </ul>
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<p><b>4. Emission of written texts:</b></p> <ul style="list-style-type: none"> <li>- Expression and completion of documents related to the management and sale of products of the activities of Travel Agencies and Event Management.</li> <li>- Commercial letters and presentation of services</li> <li>- Contracts and commercial agreements.</li> </ul>	<p><b>4. Emission of written texts:</b></p> <ul style="list-style-type: none"> <li>- Expression and completion of documents related to the management and sale of products of the activities of Travel Agencies and Event Management.</li> <li>- Contracts and commercial agreements.</li> </ul>
<p style="text-align: center;">ASSESSMENT CRITERIA:</p>	<p style="text-align: center;">ASSESSMENT CRITERIA:</p>
<p>For 1<sup>st</sup> objective:</p> <ul style="list-style-type: none"> <li>a) Those aspects and terminology specific to the tourism sector in general and to travel agencies and event management activities in particular have been recognized.</li> <li>e) They have interpreted oral or telephone requests for information made by customers or tourism service providers.</li> <li>f) Requests for reservations, confirmations and changes have been collected on behalf of clients, providers and intermediaries of tourist services using the telephone.</li> <li>h) Interpretation of complaints received</li> <li>i) Customer greeting and treatment formulas have been identified in travel agencies and event management activities.</li> <li>h) Interpretation of complaints received</li> <li>i) Customer greeting and treatment formulas have been identified in travel agencies and event management activities.</li> </ul>	<p>For 1<sup>st</sup> objective:</p> <ul style="list-style-type: none"> <li>a) Those aspects and terminology specific to the tourism sector in general and to travel agencies and event management activities in particular have been recognized.</li> <li>e) They have interpreted oral or telephone requests for information made by customers or tourism service providers.</li> <li>f) Requests for reservations, confirmations and changes have been collected on behalf of clients, providers and intermediaries of tourist services using the telephone.</li> <li>h) Interpretation of complaints received</li> <li>i) Customer greeting and treatment formulas have been identified in travel agencies and event management activities.</li> </ul>

<p>For 2<sup>nd</sup> objective:</p> <p>a) Manuals and other documentation related to the operation of a travel agency and event management company have been interpreted.</p> <p>b) The information contained in professional texts and tourism publications, brochures, etc., related to travel agency and event management activities has been interpreted.</p> <p>c) The content of texts or commercial documents, agreements, bonds or contracts that contribute or intervene in the development of travel agency and event management activities has been analyzed.</p> <p>g) A written request for management and reservation of services or cancellation and the corresponding data has been understood.</p> <p>h) A written complaint has been identified.</p> <p>k) The information contained in different supports that may influence the service provision process, such as timetables, rates, among others, has been interpreted.</p>	<p>For 2<sup>nd</sup> objective:</p> <p>a) Manuals and other documentation related to the operation of a travel agency and event management company have been interpreted.</p> <p>b) The information contained in professional texts and tourism publications, brochures, etc., related to travel agency and event management activities has been interpreted.</p> <p>c) The content of texts or commercial documents, agreements, bonds or contracts that contribute or intervene in the development of travel agency and event management activities has been analyzed.</p> <p>g) A written request for management and reservation of services or cancellation and the corresponding data has been understood.</p> <p>h) A written complaint has been identified.</p> <p>k) The information contained in different supports that may influence the service provision process, such as timetables, rates, among others, has been interpreted.</p>
<p>For 3<sup>rd</sup> objective:</p> <p>b) Communication with people who use the foreign language has been established using the appropriate treatment and showing due respect.</p> <p>c) The services that make up the offer of a travel agency and event management company have been described.</p>	<p>For 3<sup>rd</sup> objective:</p> <p>c) The services that make up the offer of a travel agency and event management company have been described.</p> <p>d) The elements that are part of the offer of a travel agency and event management company have been described.</p> <p>e) Messages were broadcast over the public address system.</p>

<p>d) The elements that are part of the offer of a travel agency and event management company have been described.</p> <p>e) Messages were broadcast over the public address system.</p> <p>f) Customers, service providers and intermediaries have been attended by telephone or in person when requesting reservation management, confirmations or changes, providing the necessary information to the customer.</p> <p>g) Alternatives to the requested service have been proposed in case it is impossible to accept the requests.</p> <p>h) The customer has been received with courtesy and professionalism, meeting their expectations.</p> <p>i) The information related to the service of a travel agency and event management company and other formalities related to the reception of the client have been provided.</p> <p>j) The customer has been advised about the different offers of own and external services, according to his requests.</p> <p>l) The customer has been informed about itineraries or routes associated with the basic service agreed upon.</p> <p>n) Notices and announcements have been issued to customers using the foreign language.</p> <p>m) Customer complaints have been attended to, expressing the corresponding excuses and providing the appropriate explanations for their understanding by the customers.</p>	<p>i) The information related to the service of a travel agency and event management company and other formalities related to the reception of the client have been provided.</p> <p>l) The customer has been informed about itineraries or routes associated with the basic service agreed upon.</p> <p>n) Notices and announcements have been issued to customers using the foreign language.</p> <p>m) Customer complaints have been attended to, expressing the corresponding excuses and providing the appropriate explanations for their understanding by the customers.</p> <p>o) Instructions have been issued using the foreign language.</p>
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<p>o) Instructions have been issued using the foreign language.</p> <p>For 4<sup>th</sup> objective:</p> <p>a) The company has filled in forms and forms for the typical service of a travel agency and event management company.</p> <p>b) Explanatory notes addressed to clients of a travel agency and event management company have been written.</p> <p>c) Letters addressed to clients, service providers and intermediaries have been drafted as a presentation of services.</p> <p>d) Completed reservation confirmation and service information documents, correctly using the rules of courtesy.</p> <p>e) Communication with other interlocutors has been established using texts drafted to be sent by fax, e-mail, among others.</p> <p>f) Commercial documents have been drafted for sending invoices, commission settlements or credit remittances generated as a result of commercial agreements.</p> <p>g) Commercial agreements and contracts have been drafted, if necessary, using the foreign language.</p>	<p>For 4<sup>th</sup> objective:</p> <p>a) The company has filled in forms and forms for the typical service of a travel agency and event management company.</p> <p>b) Explanatory notes addressed to clients of a travel agency and event management company have been written.</p> <p>c) Letters addressed to clients, service providers and intermediaries have been drafted as a presentation of services.</p> <p>d) Completed reservation confirmation and service information documents, correctly using the rules of courtesy.</p> <p>e) Communication with other interlocutors has been established using texts drafted to be sent by fax, e-mail, among others.</p> <p>f) Commercial documents have been drafted for sending invoices, commission settlements or credit remittances generated as a result of commercial agreements.</p> <p>g) Commercial agreements and contracts have been drafted, if necessary, using the foreign language.</p>
<p>COMPETENCES:</p> <p>e) Propose promotion and communication programs, as well as distribution channels, to make the company's offerings known to the market, monitoring their effectiveness.</p> <p>f) Advise and propose to the client different alternatives of tourist and similar services,</p>	<p>COMPETENCES:</p> <p>e) Propose promotion and communication programs, as well as distribution channels, to make the company's offerings known to the market, monitoring their effectiveness.</p> <p>i) Assiduously apply the different information and communication technology tools of the sector in the performance of the</p>

<p>interpreting their requests and gauging their needs, in order to meet their expectations.</p> <p>i) Assiduously apply the different information and communication technology tools of the sector in the performance of the tasks, as well as to keep continuously updated in the same.</p>	<p>tasks, as well as to keep continuously updated in the same.</p>
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*Table 7: Second didactic unit*

<b>3. INTERPRETING, UNDERSTANDING AND COMPARING DOCUMENTS: A CONTRASTIVE STUDY</b>	7 weeks/14 hours
FLIPPED LEARNING	ONLINE LEARNING
OBJECTIVES (LEARNING OUTCOMES):	OBJECTIVES (LEARNING OUTCOMES):
2. Interpret written information related to the activities of travel agencies and event management contained in texts of diverse nature, comprehensively analyzing their contents.	2. Interpret written information related to the activities of travel agencies and event management contained in texts of diverse nature, comprehensively analyzing their contents.
4. Prepares texts and written documentation specific to the sector of travel agencies and event management activities relating them to their purposes	4. Prepares texts and written documentation specific to the sector of travel agencies and event management activities relating them to their purposes.
CONTENTS:	CONTENTS:



<p><b>2. Interpretation of written messages:</b></p> <ul style="list-style-type: none"> <li>- Identification of the elements that make up the offer of an establishment destined to the activities of Travel Agencies and Event Management.</li> <li>- Comprehension of texts and documents related to the activities of Travel Agencies and Event Management:</li> <li>- Operating manuals.</li> <li>- Brochures.</li> <li>- Web pages.</li> <li>- Contracts or other agreements.</li> <li>- Agency vouchers.</li> </ul>	<p><b>2. Interpretation of written messages:</b></p> <ul style="list-style-type: none"> <li>- Identification of the elements that make up the offer of an establishment destined to the activities of Travel Agencies and Event Management.</li> <li>- Comprehension of texts and documents related to the activities of Travel Agencies and Event Management:</li> <li>- Operating manuals.</li> <li>- Brochures.</li> <li>- Web pages.</li> <li>- Contracts or other agreements.</li> <li>- Agency vouchers.</li> </ul>
<p><b>4. Emission of written texts:</b></p> <ul style="list-style-type: none"> <li>- Expression and completion of documents related to the management and sale of products typical of the activities of Travel Agencies and Event Management.</li> <li>- Commercial letters and presentation of services.</li> <li>- Brochures.</li> </ul>	<p><b>4. Emission of written texts:</b></p> <ul style="list-style-type: none"> <li>- Expression and completion of documents related to the management and sale of products typical of the activities of Travel Agencies and Event Management.</li> <li>- Commercial letters and presentation of services.</li> <li>- Brochures.</li> </ul>
<p><b>ASSESSMENT CRITERIA:</b></p>	<p><b>ASSESSMENT CRITERIA:</b></p>
<p>For 2<sup>nd</sup> objective:</p> <ul style="list-style-type: none"> <li>a) Manuals and other documentation related to the operation of a travel agency and event management company have been interpreted.</li> <li>b) The information contained in professional texts and tourism publications,</li> </ul>	<p>For 2<sup>nd</sup> objective:</p> <ul style="list-style-type: none"> <li>a) Manuals and other documentation related to the operation of a travel agency and event management company have been interpreted.</li> <li>b) The information contained in professional texts and tourism publications,</li> </ul>

<p>brochures, etc., related to travel agency and event management activities has been interpreted.</p> <p>d) The ideas contained in documents and other commercial media have been identified.</p> <p>e) Commercial information expressed in the foreign language has been collected from web pages identified with the service and marketing of travel agency and event management activities.</p> <p>f) Collected service information expressed in the foreign language present in web pages identified with the service and marketing activities of travel agencies and event management.</p> <p>i) Information has been extracted from brochures, Web pages, Internet, among others, related to the professional field.</p> <p>j) Se ha interpretado la información correspondiente a las actividades de agencias de viajes y gestión de eventos que pueden existir en establecimientos turísticos, tales como cartas de folletos, guías, entre otros.</p> <p>For 4rd objective:</p> <p>c) The services that make up the offer of a travel agency and event management company have been described.</p>	<p>brochures, etc., related to travel agency and event management activities has been interpreted.</p> <p>d) The ideas contained in documents and other commercial media have been identified.</p> <p>e) Commercial information expressed in the foreign language has been collected from web pages identified with the service and marketing of travel agency and event management activities.</p> <p>f) Collected service information expressed in the foreign language present in web pages identified with the service and marketing activities of travel agencies and event management.</p> <p>i) Information has been extracted from brochures, Web pages, Internet, among others, related to the professional field.</p> <p>j) Se ha interpretado la información correspondiente a las actividades de agencias de viajes y gestión de eventos que pueden existir en establecimientos turísticos, tales como cartas de folletos, guías, entre otros.</p> <p>For 4rd objective:</p> <p>c) The services that make up the offer of a travel agency and event management company have been described.</p>
<p><b>COMPETENCES:</b></p> <p>i) Assiduously apply the different information and communication technology tools of the sector in the performance of the tasks, as well as to keep continuously updated in the same.</p>	<p><b>COMPETENCES:</b></p> <p>i) Assiduously apply the different information and communication technology tools of the sector in the performance of the tasks, as well as to keep continuously updated in the same.</p>

e) Propose promotion and communication programs, as well as distribution channels, to make the company's offerings known to the market, monitoring their effectiveness.	e) Propose promotion and communication programs, as well as distribution channels, to make the company's offerings known to the market, monitoring their effectiveness.
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Table 8: Third didactic unit

<b>4. SITUATIONS AT AN EVENT: HOW TO ORGANIZE</b>	4 weeks- 8 hours
FLIPPED LEARNING	ONLINE LEARNING
OBJECTIVES (LEARNING OUTCOMES):	OBJECTIVES (LEARNING OUTCOMES):
1. Recognizes professional information in the field of travel agency and event management activities contained in clear and simple oral speeches delivered in standard language, identifying the overall content of the message.	1. Recognizes professional information in the field of travel agency and event management activities contained in clear and simple oral speeches delivered in standard language, identifying the overall content of the message.
3. Delivers simple, clear and well-structured oral messages related to the development of travel agency and event management activities, analyzing the content of the situation and adapting to the conversational situation.	3. Delivers simple, clear and well-structured oral messages related to the development of travel agency and event management activities.
CONTENTS:	CONTENTS:
<b>1. Comprehension of oral messages:</b>	<b>1. Comprehension of oral messages:</b>

<ul style="list-style-type: none"> <li>- Recognition of messages related to the activities of Travel Agencies and Event Management.</li> <li>- Personal data. Documentation.</li> <li>- The greeting. Politeness and greeting formulas.</li> <li>- Descriptions</li> <li>- Components of the reservation of services. Intervention in the collection of requests.</li> <li>- Identification of industry-specific terminology for Travel Agencies and Event Management activities.</li> <li>- Direct, telephonic, radio or recorded messages that may appear in the professional development of the Travel Agencies and Event Management activities sector.</li> </ul> <p><b>3. Production of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Oral messages: <ul style="list-style-type: none"> <li>○ Registers used in the delivery of oral messages.</li> </ul> </li> <li>- Use of terminology specific to the activities of Travel Agencies and Event Management: <ul style="list-style-type: none"> <li>○ Customer related.</li> </ul> </li> <li>- Use of terminology specific to the tourism sector.</li> <li>- Treatment of people in the activities of Travel Agencies and Event Management.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition of messages related to the activities of Travel Agencies and Event Management.</li> <li>- Personal data. Documentation.</li> <li>- The greeting. Politeness and greeting formulas.</li> <li>- Descriptions</li> <li>- Components of the reservation of services. Intervention in the collection of requests.</li> <li>- Identification of industry-specific terminology for Travel Agencies and Event Management activities.</li> <li>- Direct, telephonic, radio or recorded messages that may appear in the professional development of the Travel Agencies and Event Management activities sector.</li> </ul> <p><b>3. Production of oral messages:</b></p> <ul style="list-style-type: none"> <li>- Oral messages: <ul style="list-style-type: none"> <li>○ Registers used in the delivery of oral messages.</li> </ul> </li> <li>- Use of terminology specific to the activities of Travel Agencies and Event Management: <ul style="list-style-type: none"> <li>○ Customer related.</li> </ul> </li> <li>- Use of terminology specific to the tourism sector.</li> </ul>
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<ul style="list-style-type: none"> <li>- Intervention in the request, confirmation, refusal or changes in procedures related to Travel Agencies and Event Management.</li> <li>- Intervention related to the presence of customers</li> </ul>	
<p>ASSESSMENT CRITERIA:</p>	<p>ASSESSMENT CRITERIA:</p>
<p>For 1<sup>st</sup> objective:</p> <p>d) Professional instructions have been interpreted about the organization and operation of the different departments existing in an SME of travel agencies and event management activities.</p> <p>For 3<sup>rd</sup> objective:</p> <p>a) The different functions performed in a small travel agency and event management company have been described.</p> <p>k) The content of different services associated with travel agency and event management activities has been described.</p> <p>e) Messages have been broadcasted through the public address system</p>	<p>For 1<sup>st</sup> objective:</p> <p>d) Professional instructions have been interpreted about the organization and operation of the different departments existing in an SME of travel agencies and event management activities.</p> <p>For 3<sup>rd</sup> objective:</p> <p>a) The different functions performed in a small travel agency and event management company have been described.</p> <p>k) The content of different services associated with travel agency and event management activities has been described.</p> <p>e) Messages have been broadcasted through the public address system.</p>
<p>COMPETENCES:</p>	<p>COMPETENCES:</p>
<p>h) Establish organizational structures and manage travel agency departments to optimize human and material resources and control results.</p> <p>i) Assiduously apply the different information and communication technology</p>	<p>h) Establish organizational structures and manage travel agency departments to optimize human and material resources and control results.</p> <p>i) Assiduously apply the different information and communication technology</p>

tools of the sector in the performance of the tasks, as well as to keep continuously updated in the same.	tools of the sector in the performance of the tasks, as well as to keep continuously updated in the same.
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Table 9: Fourth didactic unit

## 6. DISCUSSION

In the annual syllabus presented in this dissertation, two approaches have been compared. On it, curricular differences can be observed depending on the approach used.

Firstly, we can see the difference in the acquisition of competences. Table 10 below sets up the difference in didactic units 1 and 2. While using the flipped learning approach we can obtain competence “f”, in the fully online approach we cannot acquire it. If we want to be able to satisfy customers, adapt to their needs and interpret their requests, we need interaction. In the online approach we can create tasks for our students in which we give them a case and they have to record themselves responding to a request, but they will not be able to interpret the requests or adapt to the needs because they need a conversation. This interaction will allow them to offer solutions to satisfy customers if they are not satisfied at first, and to interpret the different requests they ask for. In the flipped learning approach, in face-to-face lessons, students can perform role-plays where these situations occur.

<p>COMPETENCES:</p> <p>e) Propose promotion and communication programs, as well as distribution channels, to make the company's offerings known to the market, monitoring their effectiveness.</p> <p>f) Advise and propose to the client different alternatives of tourist and similar services,</p>	<p>COMPETENCES:</p> <p>e) Propose promotion and communication programs, as well as distribution channels, to make the company's offerings known to the market, monitoring their effectiveness.</p> <p>i) Assiduously apply the different information and communication technology tools of the sector in the performance of the</p>
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<p>interpreting their requests and gauging their needs, in order to meet their expectations.</p> <p>i) Assiduously apply the different information and communication technology tools of the sector in the performance of the tasks, as well as to keep continuously updated in the same.</p>	<p>tasks, as well as to keep continuously updated in the same.</p>
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Table 10: Competences in didactic units 1 and 2

Secondly, in the general objectives to be achieved in the module, there is no requirement that a priori cannot be met. However, it is when we focus on the learning outcomes that we see substantial differences in the application of the two approaches.

<p><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Recognizes professional information in the field of travel agency and event management activities contained in clear and simple oral speeches delivered in standard language, identifying the overall content of the message.</li> <li>2. Interpret written information related to the activities of travel agencies and event management contained in texts of diverse nature, comprehensively analyzing their contents.</li> <li>3. Delivers simple, clear and well-structured oral messages related to the development of travel agency and event management activities, analyzing the content of the situation and adapting to the conversational situation.</li> <li>4. Prepares texts and written documentation specific to the sector of travel agencies and event management activities relating them to their purposes.</li> </ol>	<p><b>LEARNING OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Recognizes professional information in the field of travel agency and event management activities contained in clear and simple oral speeches delivered in standard language, identifying the overall content of the message.</li> <li>2. Interpret written information related to the activities of travel agencies and event management contained in texts of diverse nature, comprehensively analyzing their contents.</li> <li>3. Delivers simple, clear and well-structured oral messages related to the development of travel agency and event management activities.</li> <li>4. Prepares texts and written documentation specific to the sector of travel agencies and event management activities relating them to their purposes.</li> </ol>
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Table 11: Learning outcomes

Table 11 shows the difference between the learning outcomes that can be achieved in didactic units 1, 2 and 4.

Learning outcome 3 can be fully met if we apply the flipped learning approach, since in the face-to-face lessons, students can analyze “the content of the situation and adapting to the conversational situation.” Through role-play activities, learners can analyze the content and adapt to the conversation, depending on the responses of their peers. On the other hand, in the fully online learning approach these situations cannot occur since it is an asynchronous approach where there is no interaction. Therefore, in the fully online learning approach we would not be able to fulfill in its entirety the learning outcome exposed in the curriculum.

Moreover, contents related to learning outcome 3 cannot be carried out with the fully online approach either. These contents are:

- Treatment of people in the activities of Travel Agencies and Event Management.
- Intervention in the request, confirmation, refusal, or changes in procedures related to Travel Agencies and Event Management.
- Intervention related to the presence of customers.
- Intervention related to telephone assistance to customers.

All these contents, where a telephone intervention or customer presence is required, cannot be carried out in the fully online learning approach. In order to fully acquire these contents, students should perform tasks that require interaction such as role plays. The fact that the flipped learning approach has face-to-face lessons, facilitates this type of tasks and therefore facilitates the acquisition of these contents requested by the curriculum.

Consequently, some of the assessment criteria that are needed for acquiring the learning outcome 3 will not be available in the fully online learning approach. These assessment criteria are:

b) Communication with people who use the foreign language has been established using the appropriate treatment and showing due respect.

f) Customers, service providers, and intermediaries have been attended by telephone or in-person when requesting reservation management, confirmations, or changes, providing the necessary information to the customer.



h) The customer has been received with courtesy and professionalism, meeting their expectations.

j) The customer has been advised about the different offers of own and external services, according to his requests.

If through the fully online learning approach we are not able to create tasks that require interaction and it is not fully achieved in learning outcome 3, we will not be able to evaluate the above-mentioned points.

We would not only find differences in the more concrete parts of the curriculum but also in the general guidelines that establish the methodological guidelines. The curriculum calls for these types of tasks: Telephone and face-to-face communication simulations, role-playing games that simulate real situations in an establishment of the Travel Agencies and Event Management sector, and creation of conversations that provoke discussions in the group about the operations in travel agency and event management activities. Again, due to the lack of interaction we have in the fully online approach, we cannot carry out those activities, while in the flipped learning approach we can.

Differences are not only observed in the lack of interaction, although it seems to be the most important cause of the curricular difference. In the phases that have the two approaches we see how in fully online learning; students receive feedback on assignments after uploading it to a platform. This feedback is not immediate or direct and this, as explained above, can be detrimental to the students' learning process.

Finally, cross-cutting activities can be carried out in greater depth in flipped learning since group work is encouraged. On the other hand, in the fully online learning approach, distance makes this type of activities very difficult.

## **7. CONCLUSIONS**

The tourism intermediary sector has grown in recent years. As one of the most important sectors in Spain, training quality professionals is very important. In this dissertation, an annual syllabus has been designed in which two different learning approaches using ICTs have been compared in order to determine if with both approaches future professionals could acquire quality training in accordance with the existing curriculum.

Through the comparison we have observed how in the flipped learning approach all the required curriculum items could be completed while in the fully online learning approach they could not. Mostly this difference is due to the lack of interaction of the proposed fully online learning approach.

Through the comparison in the proposed syllabus, it can be seen how our three hypotheses have been fulfilled.

First, although the overall objectives of the module can be met using both approaches, the specific objectives or what we have called learning outcomes that we can achieve with one approach differ from those we achieve in the other. While in the flipped learning approach students can achieve the 4 learning outcomes, in the fully online learning approach they would not be able to achieve learning outcome 3 due to the lack of interaction.

Secondly, we have observed how the acquisition of competences also differs depending on the approach we use. If we use the flipped learning approach, the fact of being able to create role-play activities makes it possible to acquire all the competences stipulated in the curriculum. However, with the proposed fully online learning approach these activities cannot be carried out and therefore the competences could not be fully acquired.

Finally, the formative quality obtained using both approaches is not the same. It can be said that in flipped learning, students can acquire all the objectives, learning outcomes, content and competences established in the curriculum. In this sense, it will also be possible to assess students with all the assessment criteria required by the curriculum for students to obtain the higher technical degree. Therefore, this approach would allow students to acquire the quality established by Junta de Castilla y León. However, the fact that with the fully online learning approach, students are unable to acquire certain competences and content means that quality is reduced. The quality also decreases because not all the required learning outcomes are achieved. Therefore, the quality of future professionals would be lower using this approach.

To sum up, this dissertation has shown that although there are several methodological approaches using ICT, not all of them are valid to provide quality training to students according with the curriculum.

For future proposals, a comparison could be made between a fully online learning approach in which there is a synchronous relationship through platforms such as *Zoom* or

*Webex* and the flipped learning approach. Since it seems that the lack of interaction is the main problem of non-compliance with the curriculum, it would be interesting to see if in this way both approaches manage to fit into the current curriculum, and thus have more variety of approaches to train future professionals in the tourism intermediary sector.

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## ANNEX 1

### DIDACTIC UNIT 1: WHERE DO YOU WANT TO GO?

#### SESSION 2

#### AIMS

- **FLIPPED LEARNING:**
  - Students must be able to analyze the courtesy and general messages needed in a travel agency to deal with customers.
  - Students must be able to adapt to a conversation with customers in a travel agency.
  - Students must be able to understand messages and information carried out in a travel agency activity.
  - Students must be able to formulate a speech to inform customers of the best options according to their requests.
  - Students must be able to summarize what has been learned in the session and understand the instructions to prepare for the next session.
  - Students must be able to work in groups, listening their classmates and giving different opinions and points of view.
- **FULLY ONLINE LEARNING:**
  - Students must be able to analyze the courtesy and general messages needed in a travel agency to deal with customers.
  - Students must be able to understand messages and information carried out in a travel agency activity.
  - Students must be able to formulate a speech to inform customers of the best options according to their requests.



- Students must be able to discuss their ideas regarding a conversation with a client in a forum.
- Students must be able to interpret written information related to the activities of travel agencies comprehensively analyzing their contents.
- Students must be able to create a written conversation between a customer and travel agency staff.

## CONTENTS

- **FLIPPED LEARNING:**
- COMPREHENSION OF ORAL MESSAGES:
  - The greeting. Politeness and greeting formulas.
  - Components of the reservation of services.
  - Personal data.
- PRODUCTION OF ORAL MESSAGES:
  - Register used in the delivery of oral messages.
  - Use of terminology specific to the activities of travel agencies. Customer related.
  - Treatment of people.
  - Intervention in the request, confirmation, refusal or changes in procedures related to travel agencies.
  - Intervention related to the presence of customers.
- **FULLY ONLINE LEARNING:**
- COMPREHENSION OF ORAL MESSAGES:
  - The greeting. Politeness and greeting formulas.
  - Component of the reservation of services.
  - Personal data
- PRODUCTION OF ORAL MESSAGES:
  - Register used in the delivery of oral messages.

- Use of terminology specific to the activities of travel agencies. Customer related.
- Treatment of people.

## ASSESSMENT CRITERIA

- **FLIPPED LEARNING:**

- FOR 1<sup>ST</sup> LEARNING OUTCOME:

e) They have interpreted oral requests for information made by customers or tourism service providers.

g) Requests for reservations, confirmations and changes have been collected on behalf of customers in person at the establishment

i) Customer greeting and treatment formulas have been identified in travel agencies and event management activities.

- FOR 2<sup>ND</sup> LEARNING OUTCOME:

b) Communication with people who use the foreign language has been established using the appropriate treatment and showing due respect.

f) Customers, service providers and intermediaries have been attended in person when requesting reservation management, confirmations or changes, providing the necessary information to the customer.

j) The customer has been advised about the different offers of own and external services, according to his requests.

l) The customer has been informed about itineraries or routes associated with the basic service agreed upon.

- **FULLY ONLINE LEARNING:**

- FOR 1<sup>ST</sup> LEARNING OUTCOME:

e) They have interpreted oral requests for information made by customers or tourism service providers.

- g) Requests for reservations, confirmations and changes have been collected on behalf of customers in person at the establishment
- i) Customer greeting and treatment formulas have been identified in travel agencies and event management activities.
- FOR 2<sup>ND</sup> LEARNING OUTCOME:
  - b) Communication with people who use the foreign language has been established using the appropriate treatment and showing due respect.
  - f) Customers, service providers and intermediaries have been attended in person when requesting reservation management, confirmations or changes, providing the necessary information to the customer.
  - j) The customer has been advised about the different offers of own and external services, according to his requests.
  - l) The customer has been informed about itineraries or routes associated with the basic service agreed upon.

## TASKS AND TIME

- **FLIPPED LEARNING:**

TITLE	TIME
Video: Travel Agency (before face-to-face lesson)	4 minutes
Google form (before face-to-face lesson)	6 minutes
Any questions?	10 minutes
Debate: the customer is always right?	20 minutes
Role-play: travel agency conversation.	25 minutes
Summary and further information	5 minutes

- **FULLY ONLINE LEARNING:**

<b>TITLE</b>	<b>TIME</b>
Video: Travel Agency	4 minutes
Task 2: Google form	6 minutes
Task 3: Forum discussion: The customer is always right?	10 minutes
Task 4: Imagine and write	15 minutes
Task 5: Propose the best option	20 minutes
Task 6: Write a conversation on <i>Google Drive</i>	10 minutes

### TASK 1

- **FLIPPED LEARNING ANF FULLY ONLINE LEARNING:**

- **SESSION:** 2

- **TITLE:** Video: Travel Agency (before face-to-face lesson)

- **TIME:** 4 minutes.

- **CLASSROOM MANAGEMENT:** The student is at home. The activity is done individually.

- **RESOURCES:**

- Electronic device
- Moodle
- <https://www.youtube.com/watch?v=iXV9zUpiwR4>

- **AIMS:**

- Students must be able to analyze the courtesy and general messages needed in a travel agency in a honeymoon conversation with customers.

- Students must be able to understand messages and information carried out in a travel agency activity in a video in which a couple is planning their honeymoon.

- **DESCRIPTION OF THE TASK:**

The teacher provides students with the video in which a couple wants to book their honeymoon at a travel agency. The students are asked to pay attention to the courtesies and do's and don'ts when a trip is being offered.

## TASK 2

- **FLIPPED LEARNING ANF FULLY ONLINE LEARNING:**

- **SESSION:** 2

- **TITLE:** Google form.

- **TIME:** 6 minutes.

- **CLASSROOM MANAGEMENT:** The student is at home. The activity is done individually.

- **RESOURCES:**

- Electronic device
- Moodle
- [https://docs.google.com/forms/d/e/1FAIpQLSdefnoDZLUE21Akru1HCakIG3hdnRJN10dLkcbzLeW3eRK\\_Gg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdefnoDZLUE21Akru1HCakIG3hdnRJN10dLkcbzLeW3eRK_Gg/viewform?usp=sf_link)

- **AIMS:**

- Students must be able to analyze the courtesy and general messages needed in a travel agency in a honeymoon conversation with customers.

- **DESCRIPTION OF THE TASK:**

The teacher enables the Google form in Moodle. Students are asked to fill it out and submit it before coming to class. A deadline is set.

For the fully online learning approach students are asked to fill it in before having a virtual meeting with the teacher.

### TASK 3

- **FLIPPED LEARNING:**
- **SESSION:** 2
- **TITLE:** Any questions?
- **TYPE:** Routine task.
- **TIME:** 10 minutes.
- **CLASSROOM MANAGEMENT:**
  - Each student is at his or her desk. It's a whole class conversation.
- **RESOURCES:**
  - Electronic whiteboard
  - Google Form answers
- **AIMS:**
  - Students must be able to analyze the courtesy and general messages needed in a travel agency to deal with customers.
  - Students must be able to understand messages and information carried out in a travel agency activity.
- **DESCRIPTION OF THE TASK:**

The teacher projects on the blackboard the answers that seemed most important or the weak points that he observed in the answers received in the questionnaire. He discusses the answers with the students and focuses on strengthening what the students had understood the worst in the video.

- **FULLY ONLINE LEARNING LEARNING:**
- **SESSION:** 2
- **TITLE:** Forum discussion: The customer is always right?

- **TIME:** 10 minutes.
- **CLASSROOM MANAGEMENT:**
  - The student is at home. The activity is done individually.
- **RESOURCES:**
  - Moodle
  - Forum
- **AIMS:**
  - Students must be able to analyze the courtesy and general messages needed in a travel agency to deal with customers.
  - Students must be able to understand messages and information carried out in a travel agency activity.
  - Students must be able to discuss their ideas regarding a conversation with a client in a forum.
- **DESCRIPTION OF THE TASK:**

The teacher will set up a Moodle forum. In this forum, when the student can according to his/her schedule, the student must comment and answer to his/her classmates about the guide questions provided by the teacher. These guiding questions are:

- Do you believe that the customer should always be right?
- Do you think that being polite is important when dealing with customers? What courtesies would you apply?
- What do you think is the best way to adapt to what the customer wants?

## TASK 4

- **FLIPPED LEARNING:**
- **SESSION:** 2
- **TITLE:** Debate: the customer is always right?
- **TIME:** 20 minutes.
- **CLASSROOM MANAGEMENT:** Group work
- **RESOURCES:** -

- **AIMS:**
  - Students must be able to analyze the courtesy and general messages needed in a travel agency to deal with customers.
  - Students must be able to understand messages and information carried out in a travel agency activity.
  - Students must be able to work in groups, listening their classmates and giving different opinions and points of view.

- **DESCRIPTION OF THE TASK:**

The teacher asks the students to put in groups. He asks them to discuss the following questions:

- Do you believe that the customer should always be right?
- Do you think that being polite and being courteous is important when dealing with customers? What courtesies would you apply?
- What do you think is the best way to adapt to what the customer wants?

The teacher walks around the class, solving doubts and helping the groups when needed.

- **FULLY ONLINE LEARNING:**

- **SESSION:** 2

- **TITLE:** Task 4: Imagine and write

- **TIME:** 20 minutes.

- **CLASSROOM MANAGEMENT:**

- The student is at home. The activity is done individually.

- **RESOURCES:**

- Moodle
- Microsoft Word

- **AIMS:**

- Students must be able to analyze the courtesy and general messages needed in a travel agency to deal with customers.
-



- **DESCRIPTION OF THE TASK:**

The teacher will ask the student to imagine that he/she has to offer a honeymoon trip to a couple. He/she will be asked to write in a word document a proposal indicating the courtesy treatments he/she would use, what he/she would offer to the clients, and how he/she would offer them the best travel option. Student will also be asked to justify all his or her answers. An assignment will be enabled in *Moodle* where the student will have to upload the document.

## TASK 5

- **FLIPPED LEARNING:**

- **SESSION:** 2

- **TITLE:** Role-play: travel agency conversation.

- **TIME:** 25 minutes.

- **CLASSROOM MANAGEMENT:** In pairs.

- **RESOURCES:** -

- **AIMS:**

- Students must be able to adapt to a conversation with customers in a travel agency.
- Students must be able to formulate a speech to inform customers of the best options according to their requests.

- **DESCRIPTION OF THE TASK:**

The teacher will ask the students to divide into pairs. One of the students will represent the agency person, the other will represent a client who wants to book a trip for their honeymoon. Taking into account what they have learned in the session about courtesy treatments, how they have to act, etc. the students will have to create a conversation where the person from the travel agency offers a honeymoon option and has to adapt to the client's needs. The client, on the other hand, will be dissatisfied with the first options offered by the travel agent.

The teacher will go around the class helping the students who need it.

- **FULLY ONLINE LEARNING:**
- **SESSION:** 2
- **TITLE:** Task 5: Propose the best option
- **TIME:** 20 minutes.
- **CLASSROOM MANAGEMENT:**
  - The student is at home. The activity is done individually.
- **RESOURCES:**
  - Moodle
  - Microsoft Word
- **AIMS:**
  - Students must be able to formulate a speech to inform customers of the best options according to their requests.
  - Students must be able to understand messages and information carried out in a travel agency activity.
- **DESCRIPTION OF THE TASK:**

The student will be asked to make a brainstorming map collecting what he/she would say in a conversation with a client to offer him/her a honeymoon. Once he/she has it, the student will be asked to record him/herself offering a travel proposal to a couple who wants to go on a trip to Thailand. The student will be asked to upload the idea map and voice recording to Moodle.

## TASK 6

- **FLIPPED LEARNING:**
- **SESSION:** 2
- **TITLE:** Summary and further information
- **TIME:** 5 minutes.
- **CLASSROOM MANAGEMENT:** Individual.
- **TYPE:**
  - Wrap-up task
- **RESOURCES:** -

- **AIMS:**
  - Students must be able to summarize what has been learned in the session and understand the instructions to prepare for the next session.

- **DESCRIPTION OF THE TASK:**

The teacher will ask if there are any doubts about what has been worked on during the session. He/she will also inform about the tasks that the students will have to complete before the next session.

- **FULLY ONLINE LEARNING LEARNING:**

- **SESSION:** 2

- **TITLE:** Task 6: Write a conversation on *Google Drive*

- **TIME:** 10 minutes.

- **CLASSROOM MANAGEMENT:**

- The student is at home. The activity is done in pairs.

- **RESOURCES:**

- Moodle
  - Google drive

- **AIMS:**

- Students must be able to create a written conversation between a customer and travel agency staff.

- **DESCRIPTION OF THE TASK:**

The teacher will share a *Google Drive* document in pairs. The students will be asked to be the travel agency staff and the other the client. They will be given a broad deadline so that they can fill in the task according to their schedule. Students will have to write a conversation between the travel agency staff and the client where a trip is offered. The client has to reject the first proposal.