

# Developing An Experiential Learning-Based Assessment Framework for Pre-University Tourism Planning Courses

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**Abstract:** *Learning tourism planning for non-design-based students at the pre-university level can be challenging for some students. Experiential learning can facilitate a better understanding of the course. It is essential to form a comprehensive assessment plan, including the course outline, assessment methods, course learning outcomes, and problem-based learning outcomes, all grounded in experiential learning. However, designing an effective assessment plan that meets course learning outcomes must first be explored and modelled. This study aims to benefit tourism planning instructors in pre-university tourism management programs by improving teaching and learning processes and enhancing students' understanding. Therefore, this paper proposes a framework of assessment methods based on experiential learning for the fundamentals of tourism planning at the pre-university level. The literature indicates several elements that need to be embedded in the assessment plan to meet course learning outcomes. These elements include site inventory, analysis (including SWOT analysis), formulation of goals and objectives, zoning, design, and program implementation. The formulation of this assessment plan synthesizes experts' opinions highlighted in past literature to create an overall assessment plan. This paper presents a framework of an assessment plan for the fundamentals of tourism planning course at the pre-university level, based on experiential learning. Future studies could measure the effectiveness of this method and its impact on students' perceptions in pre-university tourism management programs.*

**Keywords:** Experiential Learning, Tourism Planning, Pre-University Education, Assessment Framework, Course Outcomes

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## 1. Introduction

Tourism planning entails formulating plans and methods to boost, expand, and encourage travel to a certain location. The principal incentive for formulating and executing these tourism sector plans is to produce income, which in turn augments a country's or region's GDP. Essentially, it involves setting out to improve the tourism experience, efficiently manage resources, and accomplish objectives within predetermined timelines. Teaching tourism planning to non-design students would be challenging when the students feel that tourism planning is not related to their major. It will be difficult for them to remain interest with the subject. Therefore, it is needed to find a way to make the students feel more interested with the subject. It is a must to design fair and relevant assessment to the non-design students. The other way is to adopt interdisciplinary approach by the teachers, where elements from various background, i.e. geography, economy, sociology, arts and others need to be applicable by the teachers (G. Dinis, C. Melo, 2021). Other than that, since students may be coming from diverse background

therefore it is a need to introduce first, the foundational concept through introductory level which may overcome the issues of lacking of knowledge in tourism planning (Arcodia et al., 2021). This is also relevant when the students involved is from pre-university level as only introductory level is needed and sufficed.

Pre-university is a crucial stage that comes before enrolling in a university. Typically lasting one or two years, this type of academic program is meant to serve as a pre-university course that equips recent secondary school graduates with the foundational information required for advanced higher education. Pre-university programs are intended to give Malaysian students the tools they need to succeed in college, as well as the necessary cultural adjustments. The purpose of Malaysian pre-institution is to prepare students to enrol in any public institution and pursue a degree. The duration of pre-university education is between one and two years and consists of a combination of curriculum, tests, and extracurricular activities. Various teaching methods are available for pre-university education and experiential learning is one of them. Because experiential learning involves hands-on involvement, students will gain a deeper comprehension of the subject matter. Also, as they actively participate, this will boost their self-assurance and leadership abilities. Other than that, experiential learning is essential since students may get a deeper comprehension of their studies by participating in real-world events. This will expand their views for a wider perspective on the world. Through practical experiences, students learn about their own abilities, passions, interests and values. Immersion learning promotes a respect for community and diversity while providing a wider perspective on the world. This also could offer opportunities for collaboration and professional development. While the impact on the community, through experiential learning, students may develop their leadership skill and being self-confidence. Therefore, this paper proposes a framework of assessment methods based on experiential learning for the fundamentals of tourism planning at the pre-university level. The secondary objective is to evaluate students' satisfaction on the use of experiential learning in tourism planning courses at the pre-university level.

A wide range of activities that enable students to interact with course material in real-world contexts are included in experiential learning, including service-learning, project-based learning, study abroad programs, cooperative learning, civic engagement, environmental outreach, inquiry-based learning, simulations, and many more (Kolb, Alice Y. and Kolb, 2017). It was discovered that requiring students to complete experiential learning projects or courses has been proved to boost student success. Students demonstrated superior course grades (Walker, 2019), program retention (Prussia & Weis, 2004), and degree completion (Bradberry & De Maio, 2019; Walker, 2019) after experiential learning was added to various degree programs. According to Kolb & Kolb (2009), experiential learning consists of a four-stage cycle. Firstly, is concrete experience that is reinterpreting past experiences or meeting new ones. Secondly is contemplating the experience in the context of what is already known as reflective observation. Thirdly is abstract conceptualization where it is the process of creating new concepts or changing pre-existing ones. Lastly is active experimentation, i.e. by using ideas to evaluate theories in hypothetical scenarios.

Tourism planning education is an interdisciplinary field that encompasses urban planning, environmental management, economics, and social sciences (Kamarudin & Ismail, 2016). Effective assessment methods are essential to ensure that students grasp theoretical knowledge and develop practical skills critical for their future careers. Various assessment methods are employed in tourism planning education, each with its own strengths and challenges. Traditional assessment methods such as examinations and quizzes are commonly used to

evaluate students' understanding of core concepts, theories, and factual knowledge (Abed et al., 2011; Halasa et al., 2020). While structured exams provide a way to measure cognitive understanding and recall, they often fall short in assessing higher-order thinking skills and practical competencies. Essays and research papers, on the other hand, are utilized to assess students' ability to engage with literature, formulate arguments, and demonstrate critical thinking. These assignments help in developing research skills and an in-depth understanding of specific topics, though the subjective nature of grading can sometimes lead to inconsistencies (Arcodia et al., 2021; Coker et al., 2017).

Practical assessment methods like case studies and fieldwork are integral to tourism planning education. Case studies involve real-world scenarios that require students to apply theoretical knowledge to practical situations, enhancing their problem-solving skills and encouraging critical thinking (Foo & Foo, 2022; Paton, 1991). They also provide opportunities for collaborative learning. Fieldwork and site visits offer hands-on learning experiences and help students understand the complexities of planning in diverse environments. Although fieldwork fosters experiential learning, logistical challenges and costs can limit its feasibility (Foo & Foo, 2022).

Innovative assessment methods such as project-based learning (PBL), simulations, and e-portfolios are gaining traction in tourism planning education. PBL involves students working on complex, real-world projects over an extended period, emphasizing collaboration, critical thinking, and practical application of knowledge (Nurhidayah et al., 2021). This method enhances student engagement and motivation. Simulations and role-playing exercises immerse students in realistic scenarios where they must make decisions and solve problems, effectively developing practical skills and understanding stakeholder perspectives (Cirulis, 2019; Nurhidayah et al., 2021). E-portfolios, which are digital collections of students' work, allow for continuous assessment and reflection on personal and professional development. These portfolios are particularly useful as they can include a variety of artifacts, such as written reports, project plans, presentations, and reflective essays (Bengtsson, 2016; Page et al., 2020; Triyanto et al., 2017)

Tourism planning education is essential for equipping students with the knowledge and skills to contribute to sustainable tourism development. However, several gaps hinder its effectiveness, particularly at the pre-university level and among non-design students. A key challenge is low student engagement, as non-design students often perceive tourism planning as unrelated to their fields of study, reducing their interest and motivation. Current assessment methods, such as exams and essays, focus heavily on theoretical knowledge but fail to engage students in practical, real-world applications. This lack of fair and relevant assessment options for non-design students further undermines their learning experience. Additionally, the interdisciplinary nature of tourism planning, which combines elements from geography, sociology, economics, and arts, can be overwhelming for students without foundational knowledge in these areas. This challenge is particularly pronounced for pre-university learners with limited prior exposure to such concepts. Although experiential learning methods, such as project-based learning, simulations, and fieldwork, are proven to enhance student engagement and understanding, they remain underutilized in pre-university tourism planning education. This limits opportunities for hands-on learning and real-world application of theoretical concepts. Furthermore, balancing theoretical knowledge with practical skills in assessments continues to be a significant challenge. Finally, the lack of frameworks tailored to pre-university education highlights the need for an approach that aligns with the developmental and academic needs of students at this level. Addressing these gaps is critical to improving the

teaching and learning of tourism planning, ensuring comprehensive knowledge acquisition, and fostering practical competencies for future success in the field.

However, implementing practical and innovative assessment methods presents certain challenges. One of the primary challenges is balancing theoretical knowledge with practical skills. While traditional methods focus on theory, practical methods emphasize application, necessitating a balance to ensure comprehensive assessment (Halasa et al., 2020; Smith & Costello, 2009; Suhaila Yusof et al., 2019). Resource constraints, including time, funding, and access to real-world settings, can also limit the feasibility of practical and innovative methods. Large class sizes further complicate the provision of personalized feedback and support for practical assessments (Black & Wiliam, 1998; Halasa et al., 2020). Ensuring consistency and fairness in assessment is another critical challenge. Subjective methods like essays and case studies can result in varied grading standards, making clear rubrics and guidelines essential to maintain consistency. Training for educators on effective assessment practices can help mitigate biases and improve reliability. Assessment methods in tourism planning education are diverse, ranging from traditional exams and essays to innovative approaches like project-based learning and e-portfolios (Halasa et al., 2020; Smith & Costello, 2009; Suhaila Yusof et al., 2019). Each method has its own strengths and challenges, and a combination of approaches is often necessary to achieve a comprehensive assessment of students' knowledge and skills. As the field of tourism planning continues to evolve, ongoing research and adaptation of assessment practices will be essential to meet the needs of students and the industry.

## 2. Methodology

To develop an effective assessment plan for teaching tourism planning at the pre-university level, a multifaceted approach to data collection is essential. First, gathering expert opinions is crucial. These experts include educators, curriculum developers, and industry professionals who have extensive experience and insight into tourism planning and education. Their perspectives can provide valuable guidance on best practices and common challenges faced in the field. Second, a comprehensive literature review is necessary. By examining academic journals, books, and conference papers, researchers can identify existing assessment frameworks and experiential learning models relevant to tourism planning. This review will help establish a theoretical foundation and highlight successful strategies already in use. Additionally, clearly defined course learning outcomes are required to ensure the assessment plan aligns with the educational goals of pre-university tourism planning programs. These outcomes will serve as benchmarks for evaluating the effectiveness of the proposed assessment methods. Lastly, it is important to identify the key components of experiential learning specific to tourism planning, such as site inventory, SWOT analysis, goal formulation, zoning, design, and program implementation. Understanding these elements will inform the design of experiential activities and assessments that enhance student learning.

The data collection process employs a mixed-methods approach to gather comprehensive insights into effective assessment practices and experiential learning strategies in tourism planning education. A central component is an extensive literature review, which draws on expert perspectives from multiple sources, including academic journals, books, and conference proceedings. By synthesizing insights from educators, curriculum developers, and industry professionals, the review establishes a theoretical foundation, highlights successful strategies, and identifies existing gaps in tourism planning education at the pre-university level. In addition to the literature review, a survey was conducted to complement the qualitative insights. The survey targeted a population of 97 students enrolled in the tourism management program

during the 2023–2024 academic session, employing a convenience sampling method. This survey provided valuable data on student perceptions, preferences, and experiences with assessment methods and experiential learning strategies, offering a broader perspective to the study. The data analysis process combined qualitative and quantitative techniques. Qualitative data from the literature and expert opinions were analyzed using thematic analysis, which involved coding, grouping similar ideas, and identifying recurring themes and patterns. Quantitative data from the survey were analyzed using descriptive statistics, including frequencies and percentages, to summarize trends and patterns in student responses. This mixed-methods approach provided a comprehensive understanding of the key components of experiential learning and their application to tourism planning education. The analysis supported the development of a robust assessment plan, designed to align with pre-university educational goals and enhance student engagement through experiential learning activities. By integrating insights from both expert perspectives and student feedback, this study contributes to a more effective and practical framework for teaching tourism planning at the pre-university level.

### 3. Result

The Experiential Learning-Based Assessment Framework for tourism planning courses is designed to engage pre-university level students through a structured, hands-on learning approach. The framework integrates various stages of tourism planning, ensuring that students develop a comprehensive understanding of the processes involved. This methodology draws on Kolb's Experiential Learning Theory, which emphasizes learning through experience and reflection, fostering deeper comprehension and practical skills (D. A. Kolb, 1984). Recent studies support the effectiveness of experiential learning in enhancing students' critical thinking and problem-solving abilities (Larsen & James, 2022; Sarah & Crowley, 2023).

There are six components embedded in the tourism planning process according to the experts; site inventory, site analysis, formulation of goals and objectives, zoning, design and implementation (refer to Figure 1). Site inventory involves a comprehensive assessment of existing resources, infrastructure, and facilities within a specific location. This includes natural attractions, cultural sites, accommodations, and services (Gunn & Var, 2002; Imikan et al., 2022; A. Y. Kolb & Kolb, 2009). The goal is to identify assets and gaps, facilitating effective development, management, and promotion strategies to enhance visitor experiences and ensure sustainable tourism growth (Jones et al., 2021). Site analysis in tourism planning evaluates the physical, environmental, and socio-cultural characteristics of a destination. This process assesses the site's suitability for tourism, identifying strengths, weaknesses, opportunities, and threats (SWOT analysis). The insights gained inform strategic decisions, ensuring sustainable development that maximizes benefits while minimizing negative impacts on the community and environment (Kisi, 2019; Paton, 1991). Recent advancements in GIS technology have further enhanced the accuracy and efficiency of site analysis (A. Eldrandaly & A. AL-Amari, 2014).

The formulation of goals and objectives involves defining clear, measurable targets that guide development and management efforts. Goals provide broad, long-term visions, while objectives are specific, actionable steps to achieve these goals (Morteza et al., 2016; Oh et al., 2016). This process ensures strategic alignment, resource allocation, and progress evaluation, fostering sustainable and effective tourism initiatives (João Romão, 2018). Zoning delineates specific areas for various uses such as recreation, conservation, and development. This process ensures the optimal use of land, balancing economic growth with environmental protection

(Draper et al., 2011) Zoning helps manage visitor flow, minimize conflicts, and preserve the destination’s natural and cultural assets (Department of Environment, 2012; Tsong, 2019).

The design phase in tourism planning entails creating detailed plans and blueprints for infrastructure, facilities, and attractions. This process focuses on aesthetic, functional, and sustainable aspects, ensuring that structures blend with the environment and meet visitor needs (Colonna et al., 2012; Kisi, 2019; Suhaila Yusof et al., 2019). Effective design enhances visitor experience, accessibility, and environmental stewardship (Bethapudi, 2013; Sung & Oh, 2011). Program implementation is a critical stage in tourism planning, involving the execution of strategies and actions as outlined in the planning documents. This phase includes mobilizing resources, coordinating stakeholders, and monitoring progress to ensure that tourism initiatives achieve the desired outcomes, such as economic growth, community engagement, and sustainable development (Ahn et al., 2019; Keitumetse, 2014; Suhaila Yusof et al., 2019). Effective implementation adapts to emerging challenges, ensuring that the objectives of the tourism plan are met.

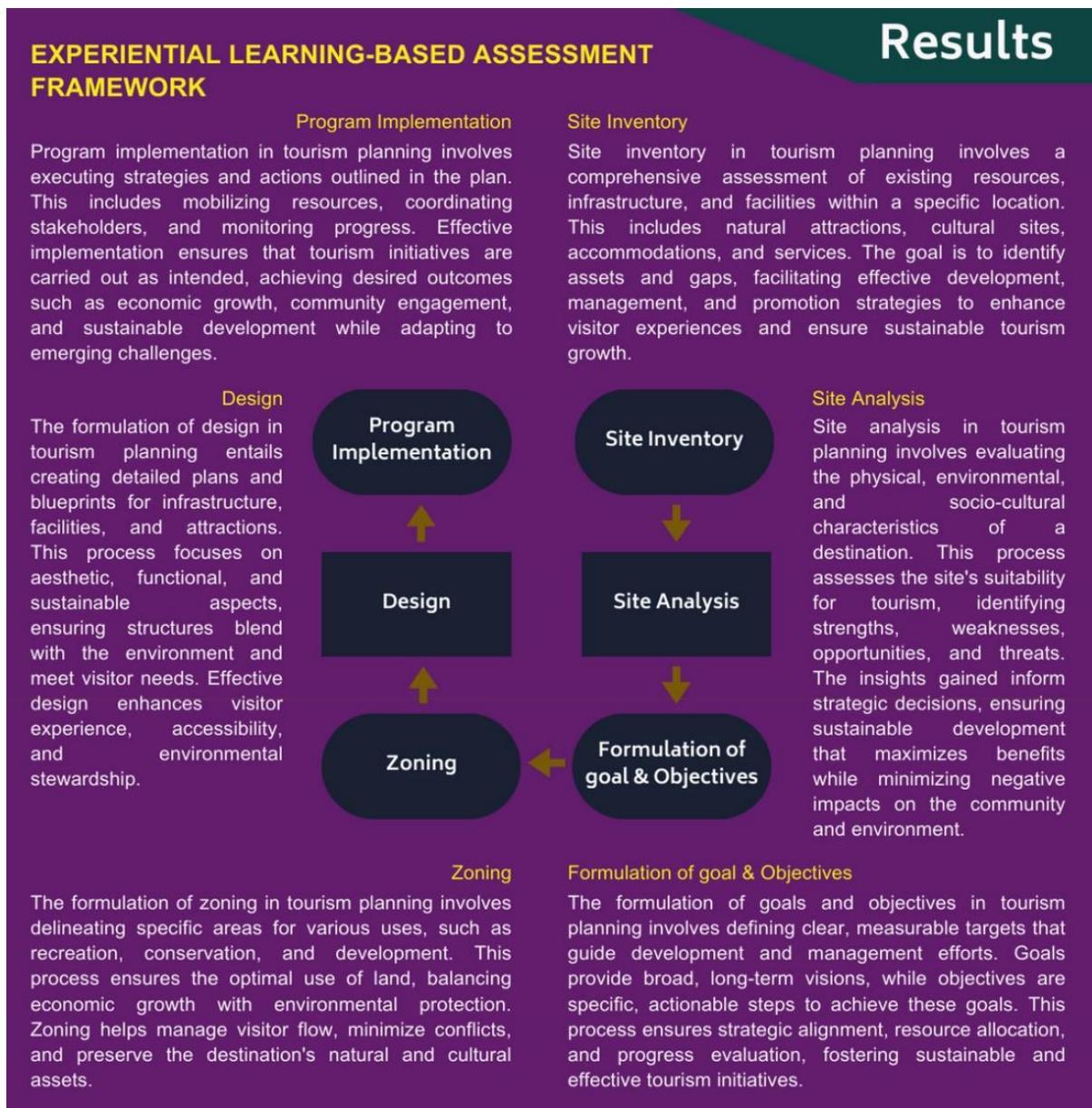


Figure 1: Experiential learning-based Assessment Framework

The assessments outlined in this study encompass a range of activities designed to immerse students in practical and theoretical aspects of tourism planning. Each assessment type serves distinct educational purposes, fostering critical skills essential for effective tourism management. For instance, the initial Project 1A: Journal Review tasks students with deepening their understanding of current theories and practices through rigorous academic research. This not only cultivates research skills but also prepares students for scholarly communication within the field. Following this foundational assessment, Presentation 1: Tourism Site Selection encourages collaborative teamwork and hands-on experience in evaluating tourism sites. By analyzing empirical data and presenting findings using digital tools, students develop essential skills in data interpretation and professional presentation. This assessment also emphasizes the importance of digital literacy in contemporary tourism management practices.

Project 1B: Site Inventory Checklist further enhances students' practical understanding by requiring them to identify and categorize key components of tourism planning. This systematic approach prepares students for real-world applications in tourism management, emphasizing organizational skills and strategic decision-making. Subsequent assessments, such as Presentation 2: Site Analysis Presentation and Project 2: Site Analysis Report, integrate fieldwork with theoretical knowledge. These assessments deepen students' understanding of tourism planning elements through hands-on data collection and comprehensive reporting. They also emphasize effective communication and presentation skills, essential for engaging stakeholders and conveying complex information in the tourism sector. Project 3A: Case Study of Site Design Idea expands students' research and analytical abilities by proposing design solutions within practical constraints. This assessment fosters creativity and critical thinking while reinforcing the importance of professional writing and visual communication skills. The final assessments, Presentation 3: Site Design and Implementation Presentation and Project 3B: Site Design and Implementation Report, synthesize students' learning by refining project implementation strategies. These assessments emphasize clarity, professionalism, and strategic planning, preparing students for leadership roles in tourism development and management. Refer to Table 1 for the details.

**Table 1: Type of assessment, description and criteria of experiential learning framework.**

No.	Type of assessment	Description	Criteria
1.	Project 1A: Journal Review [10 Marks] Week 5 – CLO 1	This assessment is crucial as it enables students to deepen their understanding of current tourism planning theories and practices. By retrieving and summarizing a recent journal paper, students engage with cutting-edge research in the field. The structured format encourages academic rigor and adherence to formatting guidelines, preparing students for professional communication and research skills necessary in academic and practical settings.	<ul style="list-style-type: none"> <li>- Identify and explain components, elements, and attributes of tourism planning from a journal.</li> <li>- Summarize findings in a table labeled "Tourism Planning Components" and "Tourism Planning Elements/Attributes."</li> <li>- Ensure compliance with formatting guidelines, including font, spacing, and personal information on the first page.</li> </ul>
2.	Presentation 1: Tourism Site Selection [10 Marks] Week 6 – CLO1	This assessment is significant as it fosters collaborative teamwork and practical application of theoretical knowledge. By selecting and analyzing a tourism site, students gain hands-on experience in assessing its cultural, natural, or physical attributes. Presentations highlight the site's significance to tourism, supported by	<ul style="list-style-type: none"> <li>- Select a tourism site highlighting physical, cultural, or natural heritage and explain its importance to the tourism industry.</li> <li>- Support claims with evidence from tourism reports, visitor statistics, or case studies.</li> <li>- Structure the presentation logically with clear and effective verbal</li> </ul>

	empirical data and sources, enhancing students' ability to articulate findings effectively. Uploading presentations reinforces digital literacy and communication skills, essential for professional presentations and team-based project management.	<p>delivery, focusing on clarity, pace, volume, and engagement.</p> <ul style="list-style-type: none"> <li>- Utilize visual aids effectively to enhance understanding.</li> <li>- Manage presentation time effectively, staying within the allocated timeframe without rushing or exceeding it.</li> </ul>
3. Project 1B: Site Inventory Checklist [10 Marks] Week 7 – CLO1	<p>This assessment is crucial as it promotes teamwork and practical understanding of tourism planning components. By working in groups to select and analyze a tourism site, students learn to identify and categorize key elements essential for effective planning. Creating a site inventory checklist enhances organizational skills and systematic thinking, preparing students for real-world applications in tourism management. This structured approach ensures thorough exploration of site-specific requirements, fostering comprehensive planning and strategic decision-making abilities among students.</p>	<ul style="list-style-type: none"> <li>- Identify and list ten (10) components or categories of tourism planning relevant to the chosen site.</li> <li>- Create a site inventory checklist table with three (3) columns: components/categories, elements, and types of data required.</li> <li>- Ensure compliance with specified submission requirements and formatting guidelines.</li> </ul>
4. Presentation 2: Site Analysis Presentation [15 Marks] Week 8 – CLO2	<p>This assessment is significant as it integrates fieldwork with theoretical learning, enhancing students' practical skills in tourism planning. By combining groups and conducting a site visit, students deepen their understanding of chosen components through firsthand observation and data collection. Presentations using visual aids and an A2 poster format promote effective communication of findings and recommendations. Timely submission and digital uploading reinforce professional communication and teamwork, preparing students for real-world project management in tourism.</p>	<ul style="list-style-type: none"> <li>- Explain all important tourism planning elements for a selected component.</li> <li>- Provide photos, descriptions, and annotations with a base map.</li> <li>- Ensure logical flow and structure in the presentation.</li> <li>- Deliver the presentation with clarity, appropriate pace, volume, and effectiveness.</li> <li>- Use visual aids effectively to enhance understanding and engagement.</li> <li>- Manage presentation time effectively, staying within the allocated timeframe.</li> </ul>
5. Project 2: Site Analysis Report [15 Marks] Week 8 – CLO2	<p>This assessment is crucial as it builds on prior knowledge and fieldwork to deepen understanding of tourism planning. By continuing in the same group, students consolidate their findings from site analysis into a comprehensive report. The report's magazine-like format emphasizes effective communication through visuals and organized content. Submission requirements foster professionalism and digital literacy, preparing students for practical applications in tourism management and communication skills essential for professional settings.</p>	<ul style="list-style-type: none"> <li>- Explain essential tourism planning elements for a selected component.</li> <li>- Support explanations with photos, descriptions, and annotations.</li> <li>- Ensure the report maintains a logical flow and structure.</li> <li>- Create an attractive and well-organized report format.</li> <li>- Comply with submission requirements and formatting guidelines.</li> </ul>

<p>6. Project 3A: Case Study of Site Design Idea [10 Marks] Week 9 – CLO1</p>	<p>This assessment is significant as it develops individual research and analytical skills in tourism planning. Conducting a case study allows students to explore and propose design ideas within defined constraints, fostering creativity and critical thinking. The structured format ensures clear and concise communication, adhering to professional writing standards. Including supporting visuals enhances comprehension and presentation quality, preparing students for real-world applications in tourism management. Submission via Microsoft Teams promotes digital literacy and timely communication, essential in modern professional environments.</p>	<ul style="list-style-type: none"> <li>- Identify a relevant case study on tourism planning design ideas for a site.</li> <li>- Explain the case study using photos, maps, or figures.</li> <li>- Ensure compliance with submission requirements and formatting guidelines.</li> <li>- Submission format must be in accordance with specified requirements.</li> </ul>
<p>7. Presentation 3: Site Design and Implementation Presentation [15 Marks] Week 11 – CLO3</p>	<p>This assessment is important as it integrates theoretical knowledge with practical skills in tourism planning. By continuing in the same group, students refine their project implementation strategies through conceptual planning and visual representation. The use of digital tools and A2 poster composition enhances presentation effectiveness and visual communication. Ensuring clarity in key and location plans reinforces comprehensive understanding among peers and stakeholders. Timely submission and digital uploading cultivate professional communication and collaboration skills, essential for effective project management in tourism.</p>	<ul style="list-style-type: none"> <li>- Create bubble diagrams and a conceptual plan for project implementation.</li> <li>- Explain design ideas, descriptions, and annotations with a base map of the area and surroundings.</li> <li>- Develop creative ideas for tourism planning site development.</li> <li>- Ensure logical flow and structure in the presentation.</li> <li>- Deliver presentations with clarity, appropriate pace, volume, and effectiveness.</li> <li>- Use visual aids effectively to enhance understanding and engagement.</li> <li>- Manage time effectively during the presentation, staying within the allocated timeframe.</li> </ul>
<p>8. Project 3B: Site Design and Implementation Report [15 Marks] Week 12 – CLO3</p>	<p>This assessment is crucial as it consolidates and builds upon prior work in site design and implementation. By maintaining continuity within the group, students enhance their understanding and refinement of project implementation strategies. The magazine-like format ensures clarity and attractiveness in presenting detailed plans, facilitating effective communication of ideas. Submission requirements for both physical and digital formats promote professionalism and proficiency in document preparation and dissemination. This prepares students for real-world applications in tourism management, emphasizing both practical skills and professional presentation.</p>	<ul style="list-style-type: none"> <li>- Elaborate on the project implementation program effectively.</li> <li>- Support explanations with photos, descriptions, and annotations.</li> <li>- Ensure logical flow and structure in the report.</li> <li>- Create an attractive and well-organized report format.</li> <li>- Comply with specified submission requirements and formatting guidelines.</li> </ul>

## 4. Discussion

Experiential learning, breadth (the variety of experiences gained) and depth (the amount of time invested) are important because they are linked to obtaining a broad general education that will develop a potential benefit for instructor and students (Coker et al., 2017). Experiential learning assessments go beyond theoretical knowledge, capturing practical skills and real-world experiences. They empower both educators and students in the learning journey. The development of an experiential learning-based assessment framework for pre-university tourism planning courses should integrate practical, theoretical, and reflective components to enhance student learning outcomes. (González-Herrera & i Giralt-Escobar, 2021) fieldwork in Copper Canyon exemplifies the practical application of experiential learning, where students engage in analysing tourism spaces and assessing impacts, contributing to their understanding of tourism knowledge.

The expert opinion undertaken evaluated multiple dimensions of the experiential learning approach within the context of a tourism planning course. The findings underscore the critical significance of aligning academic endeavours with practical applications. The survey questions addressed several key domains, including Relevance to Real-world Scenarios, Availability of Support and Resources, Achievement of Learning Outcomes, Clarity of Instructions, Encouragement of Creativity and Innovation, Development of Practical Skills, Enhancement of Analytical Skills, Integration of Theoretical Knowledge with Practice, Quality of Instruction and Guidance, and Overall Satisfaction with Learning Outcomes. The results from this research emphasize the effectiveness of a systematic framework in experiential learning, particularly within tourism planning. The comprehensive assessments encompassed all vital aspects of tourism planning, ranging from site inventory and analysis (including SWOT analysis) to goal formulation, zoning, design, and implementation of programs. The statistical data indicated that the majority of respondents had a favourable perception of this structured framework, thereby affirming its value in both academic and professional contexts.

A high satisfaction rate of 91.2% (comprising those very satisfied and satisfied) indicates that the formulation of goals and objectives is largely effective. This is a positive outcome, suggesting that the course is generally successful in achieving its learning outcomes. The participants' high satisfaction with the formulation of goals and objectives in relation to meeting the course learning outcomes strongly indicates that the course is well-aligned with its intended goals and that these goals are being effectively communicated and achieved. Although the proportion of respondents expressing uncertainty is relatively low at 5.9%, it should not be disregarded. Addressing the reasons behind this uncertainty could further enhance the course's effectiveness. Instructor self-reflection for continuous improvement is obtained to begin with a discussion of the field trip design to deliver experiential learning opportunities to students at a higher learning institution. After the unit was completed, the instructor reviewed the introduced field trip or site visit design in terms of its bottlenecks and identified ways to improve further (Foo & Foo, 2022).

According to (Foo & Foo, 2022), students are able demonstrated all cognitive skills across Bloom's Revised Taxonomy. Field trips or Site visit offer distinct educational settings that offer diverse and demanding learning experiences, such to those found in the industry. The overall concept of the field trip or Site visit, which included pre-, during-, and post-trip components, was crucial in leveraging the potential of the chosen site and in facilitating experiential learning opportunities while reinforcing lecture-based learnings. The combined 91.2% satisfaction rate indicates that the design component is largely effective in developing

practical design skills. This indicates that the design component is highly effective and well-received. Participants find the design component beneficial for developing practical design skills. This is a positive outcome and suggests the course is well-structured in this area. The 8.8% who are unsure is a relatively small percentage but should be addressed to ensure all participants benefit from the design component. Participants are unsure about the effectiveness of the design component in developing practical design skills. By bridging the knowledge gap between the classroom and the real world, students can increase their academic motivation and engagement, which promotes self-directed learning (Chan, 2022), improved their comprehension of the real-world limitations that businesses faced, gave them technical know-how, and refined their soft skills to make them more marketable to employers (Pan & Koh, 2018).

By encouraging feedback on project outcomes and student team conduct, instructors can help students get a deeper knowledge of course principles and their applications. Increase and sustain student motivation, involvement, and engagement, as these factors contribute to teacher fulfilment (Chan, 2022). Through the assessment of experience learning, instructor can adapt new pedagogical strategies to students with non-traditional learning styles and increase their satisfaction, as experiential learning frequently results in higher teaching satisfaction than standard teaching methods (Pan & Koh, 2018). More than half of the participants (52.9%) are very satisfied with how the analysis and SWOT analysis activities have improved their analytical skills. This indicates that these activities are highly effective in enhancing participants' analytical abilities. An additional 44.1% of participants are satisfied. This shows that a significant majority (97% combining very satisfied and satisfied) believe that these activities positively contribute to their analytical skill development. A small percentage of 2.9% of participants are unsure about the impact of these activities on their analytical skills indicates that there's still a small portion of participants who might benefit from additional support or clarification.

It is evident that instructors devote effort to creating curriculum, fostering connections with community organisations, maintaining the program's structure, and helping students with needs outside of the classroom. The students will reap benefits from this work, including a time investment paid for and the opportunity to experience positive personal transformations. It is worth the effort. Acquire rich data, research insights, and connections that may prove beneficial for future investigations (Fenton & Gallant, 2016). Student benefits included authenticity, where their learning experiences were situated in complex environments that mirrored their lives and future work environments, as well as career knowledge, where they gain practical insights into career possibilities (Fenton & Gallant, 2016). Pan et al, 2018 stated that students are highly skills by enhance holistic competencies (including cognitive competencies, values and attitudes) as well as specific skills (technical and professional skills).

## 5. Conclusion

Contradictions or interesting facts emerge when considering the need for a structured approach to experiential learning, as suggested by Price (2017), which advocates for the establishment of assessment standards. This is in line with Heinrich & Green (2020) call for a holistic design that includes assessment as a critical component of experiential learning. Additionally, Aithal & Mishra (2024) exploration of experiential learning in higher education highlights the need for curriculum integration and faculty training to foster an innovation culture, which could be relevant for pre-university settings as well. In conclusion, an experiential learning-based assessment framework for pre-university tourism planning courses should incorporate diverse

assessments in tourism integrate theory with practice, enhancing experiential learning. Students deepen their understanding and develop essential competencies for the tourism industry. Future study should enhancements approaches to ensure continued relevance and effectiveness in preparing students for careers in tourism management.

### Limitation Of the Study

While this study successfully developed an experiential learning-based assessment framework for pre-university tourism planning courses, it is limited by the absence of empirical quantitative data to evaluate the practicality and effectiveness of the proposed plan. The framework was designed based on qualitative insights derived from literature and expert perspectives, providing a theoretical foundation and highlighting critical components for integrating experiential learning. However, quantitative methods, such as surveys or experimental studies, could have provided measurable evidence of the framework's impact on student learning outcomes and competency development. Without empirical data, the study's findings remain conceptual, and the practicality of the proposed assessment plan in real-world settings is yet to be validated. Future research should incorporate quantitative approaches, such as pilot testing the framework with pre-university students and analysing their performance and feedback. This would offer concrete evidence of the framework's relevance and effectiveness, ensuring its applicability in preparing students for careers in tourism management.

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