TOLEHO
Journal of Tourism, Leisure and Hospitality

ANADOLU UNIVERSITY
FACULTY OF TOURISM

BROADENING HORIZONS WITH CRITICAL PEDAGOGY: ACTION RESEARCH IN TOURISM UNDERGRADUATE PROGRAM

Barış Çıvak[a*]

[a]*Assistant Professor, Faculty of Tourism, Anadolu University, Türkiye;*
ORCID: 0000-0001-9334-3683 / e-mail: bariscivak@anadolu.edu.tr

ABSTRACT

This study investigates whether critical pedagogy makes a difference in the tourism undergraduate program and contribution to students' academic and social lives. The study was conducted with 31 students in the Critical Thinking course who volunteered to participate in the research. Semi-structured questionnaires, observation notes, student assignments, and mid-term and final exams were used as data collection tools. The study was conducted step by step, and the course configuration was reconstructed after each data analysis. By comparing the pre-course situation, the course stages, and the academic development at the end of the course, information about the application of critical thinking in tourism undergraduate education is included. In this respect, the study is thought to contribute to tourism literature significantly.

1. INTRODUCTION

Scholars in tourism have been calling for critical pedagogy (CP) for years. The number of studies based on the critical paradigm (see Ateljevic, Pritchard & Morgan, 2007; Tribe, 2009; Bianchi, 2009; Bramwell & Lane, 2014), which is expressed as a 'critical turn' in the tourism literature, has been increasing in recent years. In addition, studies have been conducted on critical tourism pedagogy (CTP). When we look at the studies on CTP, due diligence, ways, and methods of CP (Çıvak, 2023), and its benefits (Belhassen & Caton, 2011; Grimwood, Arthurs & Vogel, 2015) are discussed. Çıvak (2023) proposes the basic principles needed for a CTP. These are (1) increasing critical tourism studies in terms of quality and quantity, (2) increasing critical courses in the education curriculum and enriching their content, (3) creating a free atmosphere and development of dialogue, and (4) combining different teaching methods. Lai and Kan (2020) propose four types of learning: democratic, collaborative, critical–reflective, and global. Rouzrokh et al. (2017) identified five pedagogical themes in their study on CP in tourism. These are (1) building safe spaces and developing trust, (2) creating empathy, (3) engaging tourism literature with real life, (4) opening the door to constant thinking, and (5) decentralizing power and knowledge. Fullagar and Wilson (2012) enlighten the necessity of reflexive thinking for CP. They state that it is substantial to involve those not yet critically thinking and to explore new ways of understanding. They emphasize that critical academics should remain open to the future, dialogue, and discussion using 'soft power.' Grimwood, Arthurs & Vogel (2015) discuss CP in tourism education. They state

that using visual methods in tourism education can contribute to the development of students.

CP ensures students acquire self-awareness and social awareness and take a position against oppressive forces (McKernan, 2013). CP generate social transformation outside of individual freedom, social justice, and work productivity (Belhassen & Caton, 2011). CT can create awareness of adverse working conditions (see Çıvak, 2021; Çıvak & Besler, 2022; Yıldırım, 2021) and ways of resistance. Learning the paths of organized resistance against labor exploitation and domination in tourism (Çıvak, 2021) will ensure that tourism professionals survive, transform the field, and attain their rights. Considering all these studies, progress has been made, for CT in tourism, albeit at a limited level. However, a lot of effort is still needed to improve CTP.

This study aims to reveal whether CT makes a difference in the mentality of students in tourism undergraduate education. This study explains the students' knowledge understanding and questioning styles in the 'Critical Thinking' course. Academic knowledge of critical thinking (CT), critical paradigm, and critical academic studies of students was questioned. The education plan was designed accordingly before the course. By comparing the course stages and the intellectual development at the end of the course clues on how to apply CT in tourism undergraduate education. This study mentions the importance and benefits of CT. In this

respect, the study has significant contributions to the tourism literature.

2. CONCEPTUAL FRAMEWORK

2.1. Critical Pedagogy

The history of CP is based on Marxist ideology. The The history of CP is based on Marxist ideology. The thinkers of the Frankfurt School rebuilt CT. The school includes theorists such as Max Horkheimer, Theodor W. Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Erich Fromm, Friedrich Pollock, and Leo Löwenthal (Wiggershaus, 1994). These thinkers are very precious in the formation of CT. Later, Paulo Freire (1993), starting from the critical tradition, revealed how the education system reproduces inequalities and similar human typologies. Bourdieu and Passeron (1990) reported that the school creates and reproduces educational inequalities and deepens the class divide. In addition to these significant doyens, researchers following Freire such as Michael Apple, Henry Giroux, Donald Macedo, Peter McLaren, and Ira Shor contributed to the development of CP (Abraham, 2014).

The first name when CP is mentioned is Brazilian researcher Paulo Reglus Neves Freire (1921-1997). He focused on social inequalities and educational opportunities to transform social relations in Pedagogy of the Oppressed. In his research on pedagogy in Brazil, he advocates the necessity of CP instead of the didactic teaching method. According to him, in the didactic education system, "the teacher teaches, and the students learn; the teacher knows everything, and the students know nothing; the teacher speaks, and the students listen meekly" (Freire, 1993, p. 54). In addition, Freire questioned the power relations, exploitation, and inequalities in Latin American society. He focused on inequality in education. According to him, inequality in education created and reinforced other types of inequality (Freire, 2018). He revealed how it reintroduces imbalances and similar human typologies in education systems. He emphasized that the social order continues within the oppressor-oppressed relationship, and the education system has served the oppressors (Freire, 1993).

Freire explains that there are two basic understandings of the current education system. It explains the Banker Education Model and then the Problem Defining Education Model. According to the banking education model, the teacher is the subject, and the student is the object. In this system, the teacher is the center of authority and knows everything. The student patiently listens to the teacher and memorizes the information. Thus, he transforms a personality who cannot think and seek his rights (Freire, 1993). As Marcuse (1976) points out, the individual becomes a one-dimensional human.

Pierre Bourdieu and Jean Claude Passeron are two authors who have produced notable works on CP. Bourdieu and Passeron examined the literacy levels of the children of the working class and the middle class, their ability to use language and their relationship between social class and academic success. According to this, schools are a field of cultural reproduction. The education system reproduces culture and power relations in all social classes (Bourdieu & Passeson, 1990). The system imposes given elements on the mind. So, many things become legitimate for individuals. In addition, Bourdieu and Passeron (1990) state that social class is as important as the gender variable and that these variables influence success. In other words, a worker's child and an industrial boss's child do not receive education under equal conditions. Accordingly, economic capital is a significant instrument for providing intellectual capital for children.

Bourdieu and Passeson (1990) state that the school institution functions as a sort of sorting and protects the difference between children equipped with cultural capital. In other words, families with high economic capital can buy special education for their children, while those with low economic capital cannot allocate money for special education. It is seen that people who have average similar economic capital reside in the same neighborhood. In other words, there is a class distinction even in the neighborhood selection. Considering the school records based on the address system in Turkey, the children of families with close economic capital go to the same schools. It is possible to say that this system deepens the class distinction.

2.2. CT in tourism education

CT is "a way of thinking, negotiating, and transforming the relationship between classroom teaching, knowledge production, the institutional structure of the school, and the social and material relations of the wider community, society, and nation-state" (McLaren, 1998, p. 45). Moreover, CT teaches students to take appropriate measures against domination practices by gaining critical self-awareness and social awareness (McKernan, 2013). CT is about identifying our assumptions, understanding whether these assumptions are accurate or not, looking at our ideas and decisions from various perspectives, and taking conscious actions (Brookfield, 1987). In other words, false consciousness in society can be prevented with CT. CT contributes to the emergence of hegemonic structures and the development of awareness against them, thus contributing to the germination of the idea of resistance. In-class discussions can provide significant intellectual progress, especially in resolving current social cases.

CT deciphers power relations, symbolic violence, and anti-democratic customs and practices in society. In particular, it gives priority to a problem such as precarization, inherent in the tourism sector. In addition, it goes over structural problems by conveying the forms of exploitation and domination. It offers a vision in the opposite direction of the lessons, which have been created from a pragmatist perspective. CTP is significant in terms of deconstructing stereotyped social structures. At this point, a solid foundation that can provide the enlightenment and liberation of tourism students is built.

Jamal, Kircher & Donaldson (2021) state that CT in education should be developed to get out of deepening social problems and injustices. If students are aware of exploitation and domination practices, a suitable environment for resistance comes into being by itself. This is why critical academics are needed. We often see that the curriculum in business schools is built with a pragmatist point of view. Tourism

education is fed from a pragmatist perspective such as business education. Tourism educators also pass through this education system. So, pragmatist pedagogy is passed on from generation to generation. To overcome this, critical tourism academicians first need to increase in quality and quantity of their work. Considering the subject and paradigm distributions in the tourism literature, the situation of critical studies does not seem encouraging. It is seen in tourism studies that the positivist paradigm is still the dominant paradigm (Çıvak & Sezerel, 2018; Çıvak & Emir, 2021).

Fullagar and Wilson (2012) state that despite the different structures of tourism pedagogy, there is at least a common discourse in all universities about teaching 'critical thinking'. They add that this is defined as a core "graduate qualification". Examining the tourism education programs on how much they overlap with CT is controversial. At this point, there is a significant difference between tackling a phenomenon or a case in depth and examining it based on a critical paradigm. To tackle phenomena and issues based on critical paradigm means studying within Marxist ideology and leftist literature. Critical tourism studies deconstruct mainstream concepts and theories and give voice to the marginalized in the real world of the tourism industry (Chang, 2022).

CT is limited in the tourism education curriculum (Çıvak, 2023). The tourism undergraduate programs in Turkey and other countries have no critical courses or they have partially included CT. The content of the courses mainly aims to achieve professional goals and objectives (Airey & Johnson, 1999). Because tourism students need different skills, abilities, and knowledge to survive in a competitive environment (Sheldon, Fesenmaier & Tribe, 2011). However, tourism education created for this purpose enables the capitalist wheel to turn and the exploitation order to be reproduced. Tourism professionals who graduate from a purely business perspective try to increase their wages and seniority by displaying the professional skills and abilities required from them in the sector. They look for sub-employees' skills when they come to the managerial position. The system has been processed in this way, and the doxa of the field has been shaped.

The market has radically changed human behavior and language. The language of citizenship gave way to the language of commercialization, privatization, and liberalization (Giroux, 2007). We can say that the competitive element created by the capitalist ideology comes to the fore, especially in business schools. This competition has spread to the course content in business schools. Especially in courses such as human resources management, a clear presentation is made on how to differentiate from other candidates during the job application process. In tourism education, it is necessary to give importance to CT as much as competition, market discourses, efficiency, and productivity.

Pedagogy creates an environment where economic and social justice issues are discussed as well as a moral and political practice is developed (Giroux, 2021). CT must be included in tourism education to enable students to address stereotypes and injustices and develop relational solutions (Jamal, Kircher & Donaldson, 2021). Transformative learning should continue throughout life (Werry, 2008). In tourism education, it is essential to constitute a program that is open to questioning, discussion, and looking at different perspectives instead of the didactic education method.

3. METHODOLOGY

3.1. Research Design

As a qualitative method, action research is adopted in this study to reveal whether CT makes a difference in the mentality of students in tourism undergraduate education. Action research is "an iterative process involving researchers and practitioners acting together on a particular cycle of activities, including problem diagnosis, action intervention, and reflective learning" (Avison et al., 1999). The purpose of action research is to understand social regulations, to affect desired change as a path to generating knowledge, and to empower stakeholders (Huang, 2010). This research was carried out in the "Critical Thinking" course the researcher gave in the tourism undergraduate program. The situation at the beginning and end of the period was compared. A roadmap was created on how to create the course content. Figure 1 shows the process of the action research.
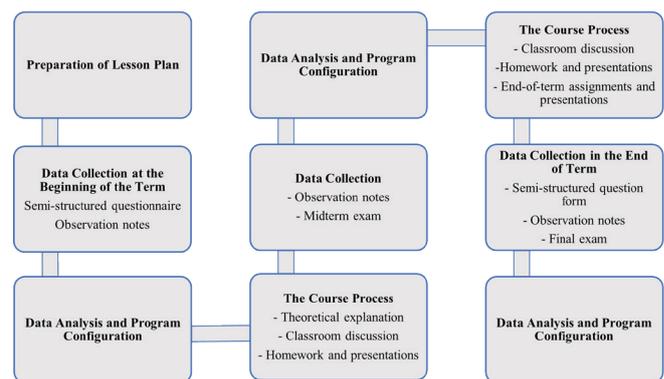

Figure 1. The Process of Action Research

3.2. Data Collection

The research was designed according to action research. First of all, the content of the "Critical Thinking" course was created. Semi-structured questions were prepared to determine the students' cultural capital on CT at the semester's beginning and end. Two academicians who are experts in CT were asked questions to get their opinions. As a result, it was decided to ask seven questions at the beginning of the semester. Forty-five minutes were given to students to answer the questions. The researcher kept observation notes on the general condition of the class during the term. After the theoretical background on CT, homework was given on analyzing books, movies, and social phenomena. Students discussed their homework with their friends in class. However, on a social phenomenon, the students were divided into two, and the opposing view was brainstormed. At the end of the term, the students requested a social event or phenomenon as homework. Assignments are presented in a discussion-open environment in class before the end-of-term exams. To measure the knowledge and

interpretation levels of the students, a midterm exam and a final exam were held at the end of the semester. Finally, at the end of the semester, the teaching of the course, the impact of the course on students' lives, their knowledge, and their actions on CT were questioned. Semi-structured question forms consisting of five questions were given to the students. Students answered the questions in writing for an average of 45 minutes. Data collection tools are as shown below:

- Semi-structured questionnaire at the beginning of the term

- Observation

- Midterm exam

- Student assignments

- Final exam

- Semi-structured questionnaire at the end of the term

The questionnaire at the beginning of the semester consists of seven questions. There are questions about the students' capacity for CT, level of consciousness, awareness of the effect of social structure on the decisions made, and why they chose the course. The lecturer kept observation notes throughout the 14 weeks. The students' discussion habits, ways of defending their ideas (inductive/deductive), and analysis skills related to events and phenomena were recorded in the observation notebook. The midterm exam was in a semi-structured format consisting of 3 questions. Midterm exam results were also evaluated as data. Students' homework was also assessed as a data collection tool and contributed to the study of CT and writing. The final exam is an essential tool that measures the knowledge level of students at the end of the semester. Finally, a semi-structured questionnaire consisting of five questions was used at the end of the semester. Students' capacities for CT, how the course is conducted, the effects of the course on students' lives, and obstacles to CT were questioned.

The CT course is included as a 2nd-year course in the Tourism Management program of Anadolu University. The course is compulsory for tourism management students. It can be taken as an elective course by the students of the other departments in the faculty. Fifty-one students chose the course. Forty-five students were from the Department of Tourism Management, while six were from the Department of Tourism Guidance. The number of students who voluntarily participated in the research is thirty-one. The participants signed the "Participant Information and Consent Form". In addition, permission was received for this study from the Anadolu University Social and Human Sciences Scientific Research and Publication Ethics Committee. There are no strict rules for sample size in qualitative studies (Patton 2015; Creswell 2017). If sufficient information is provided and data saturation is achieved in line with the purpose of the research, the researcher can terminate data collection (Fusch and Ness 2015). Thirty-four students have already attended the course, and many of them participated in the research.

3.3. Data Analysis

Data analysis is the process of making sense of data in qualitative research (Creswell, 2017). In this process, the researcher explains what the data means in line with the purpose and scope of the study. In this research, students' answers to questions and observation notes were coded via the descriptive analysis technique. Then, sub-themes and main themes were created. At the same time, two tourism academics who are experts in critical pedagogy, coded data. Thus, peer review was carried out. (Merriam, 2009). The code, sub-themes, and main themes were finalized by comparing the data. The data were summarized with similar studies in the literature and detailed explanations were given in the findings (Merriam, 2009).

The direction for the program configuration was drawn by descriptive analysis of the interviews held at the beginning of the semester and the researcher's observation notes. Then, class success was tested by evaluating midterm and observation notes. Finally, at the end of the semester, the interviews, final exam notes, and observation notes were analyzed and the whole process was explained.

4. FINDINGS

4.1. Students' Perceptions and Intellectual Capital About CT at the beginning of the Term

CT course is a 2-credit compulsory course in the Tourism Management undergraduate program. Students in other departments at the Faculty of Tourism can take it as an elective course. A total of 51 students chose the course. Thirty-one students participated in the research voluntarily. Although 17 students chose the course, they have not participated in the course since the beginning of the semester.

It was questioned whether the students had prior knowledge about CT and whether they had researched this subject before taking the course. Most students stated that they had no prior knowledge about the course. Although some students said that they could predict the content of the course, it was seen that they were at a limited level. Ensar explains this situation with the following statement: *"I have no prior knowledge about critical thinking, but when I read this concept, it came to my mind to empathize and analyze." Although the university website contains information such as course contents, purpose of the course, academic resources, and course instructor, it is understood from the interviews and observation notes that most of the students have not researched the course. It seems that students do not choose their courses consciously. At this point, if academic advisors can convey the curriculum and course content to their students, there can be a more conscious selection process.*

"I did not know critical thinking" (Kardelen).

The main reason, the course is compulsory in the curriculum is to enable students to evaluate concepts, ideas, and data with scientific methods, identify and analyze complex problems and issues, make discussions, and develop suggestions based on evidence and research. In addition, it aims to enable students to question the rules and regulations of social life and local and international culture in all its dimensions, to make them aware of labor relations, employee rights, and the conditions of exploitation and domination. Tourism students need to take courses focused on research and inquiry to analyze the human relations inherent in the sector. However,

whether students would choose such courses if they were electives was examined at the beginning of this research. Most students stated that they would take the course because they thought it would benefit them. They said they would contribute to themselves, especially in intellectual development, questioning, and liberation. Dilara expresses this situation as follows: "I would take this course even if it were not compulsory. It is necessary for a healthy thinking system. I chose it consciously because I thought it would enable me to look at the things around me from different perspectives." However, one student said she would not take this course because he was shy.

I think I wouldn't take it because, as the name of the course suggests, I realized that we would discuss our ideas and judgments. I generally shy away from these types of courses. There are times when you are afraid to talk, and I do not take such lessons" (Ayşegül).

Some students state that they make choices in terms of course credit, course intensity, instructor, and course contribution. However, it has been noted that the CT course has a remarkable name for students. The course seems to be preferred because students' names and content arouse the student's curiosity. Aslı expresses it as follows:

"I would choose it even if it isn't compulsory. It caught my attention with its title and content. I think it will help me at the end of the course" (Aslı).

At the end of the course, the students were asked about their thoughts on what CT would add to their lives and intellectual knowledge. Students stated that they would create a vision for multidimensional rather than one-dimensional thinking, change their view of the world, and contribute to personality development. Şule noted that "it will enable more in-depth thinking and questioning, contrary to dogmatic thinking." Some students indicated that it would help them gain a culture of self-criticism. İstek expresses this situation as follows: "I think it will help me see my rights and wrongs through my own eyes." They stated that thanks to CT, they could gain new perspectives and become comprehensive and questioning individuals. Erkin and Nilay's expressions are as follows:

"I believe it will add new perspectives and a comprehensive and questioning mindset" (Erkin).

"My perspective on the world, people, and societies will expand, and I will be able to question and compare the events that took place in some moments of my life from every angle" (Nilay).

The course instructor plans the course program in advance and creates the course content. However, as a result of the interviews he conducted at the beginning of the semester, he reviewed the flow of the program by questioning the students' knowledge of CT. Their knowledge of the subject was tested by asking, "What is critical thinking?". The student's conceptual and theoretical knowledge of CT was observed to be relatively weak. Students explain CT as "analysis of events, specifically seeing the pros and cons of events, self-criticism, considering an idea with its positive and negative aspects, knowledgeably approaching events and facts, getting to the root of an event and commenting impartially, distinguishing between right and wrong, He explains it with concepts such as "questioning instead of direct

acceptance, positive-negative evaluation, reasoning, discussing an idea in detail and objectively."

The students' worldviews were questioned by asking, "Who are you?". At this point, it was explicitly intended to ask about their worldview, such as their ideological view and paradigm. The content of the question was explained to the students. However, when the answers given by the students were examined, it was seen that the emphasis was on personal characteristics, and there was no ideological expansion. It has been observed that students' knowledge about critical paradigm or other worldviews is quite limited. At this point, the researcher decided to lay the foundation by entering the critical subject of crucial paradigm after CT principles. For this purpose, he first presented the paradigm and prioritized the teaching of ontology, epistemology, and methodology. He decided to teach the basis of critical pedagogy. In addition, it was deemed appropriate to convey preliminary information on how to criticize books, movies, and advertisements. The students' answers to the question are as follows:

"I am a person who does not like many people, enjoys being alone, reading books, and participates in volunteer activities" (Zeynep).

Students were asked about the factors that influenced their decisions. Whether they made the decisions themselves or not and the impact of the social environment on the decision was examined. According to the findings, it was observed that students attach great importance to the opinions of their family, relatives, and friends when making decisions. It is understood from the statements that especially the family has a say in decision-making. Aslı expresses this situation with the following words: "Unfortunately, I do not make all the decisions in my life myself. "No matter how old I get, I feel like I have to consult my family." As can be understood from this statement, the family, which affects the individual's decisions, can affect the individual's ability to take responsibility alone. One of the ways to overcome this is to question the individual's lifestyle. Critical pedagogy can play a stimulating role in this sense and contribute to the development of the individual. Some students stated that they made their own decisions, but they benefited from the opinions of the social environment to reduce the risk of mistakes. The point to be noted here is that the individual is reluctant to take risks. Of course, it is essential to benefit from different ideas and filter them through criticism. However, if the opinions of others dominate what is wanted to be done, we can say that the social environment has an oppressive role.

"I don't make all my decisions myself. "I attach importance to the opinions of people I trust to minimize my margin of error" (Hilal).

"My family always supports me, allowing me to make decisions myself. "I get ideas from my family and very close friends" (Ayşenur).

Finally, students were asked whether they used CT in their lives. Some of the students stated that they use CT in their lives. Although they indicated that they used it to make decisions, choose friends, and look at events and facts, they did not clearly explain how. It has been observed that it is in the form of evaluating events and facts rather than a systematic

intellectual process. Some students stated that they did not know precisely what CT meant. This clearly shows that there are fundamental conceptual deficiencies in CT Because some students indicated that they used CT in their lives, even though they did not know what it was. Kadir explains it: "Even though I don't know exactly what it is, I think I use it." As can be understood from this statement, the student's conceptual knowledge level about CT is insufficient. In addition, CT involves a conscious intellectual action.

"I think I use it most of the time. Critical Thinking is about having a little doubt. I don't believe anything is completely true. "I think many ideas can be interpreted from different perspectives" (Hilal).

"I do not use critical thinking consciously in my life, but I think I use it in situations I encounter." (Aslı).

4.2. Students' Perceptions and Attitudes Towards CT During the Lesson Process

Considering the interviews and observations made at the beginning of the semester, students have limited intellectual capital about CT, critical paradigm, and essential academic literature. For this reason, it was decided to give basic information at the beginning of the program and support it with discussions on events and facts. In addition, the weekly homework list for reviewing books, articles, and movies has been announced. Firstly, perception, attitude, behavior, tendencies, predispositions, fears, sensitivity, preferences, culture, and individuality were discussed. Then, the conceptual infrastructure, purpose, importance, steps, standards, and obstacles of CT were explained to the students by the instructor. In addition, until the midterm exam, the processes of creating arguments, discussing reality, establishing cause-effect relationships, distinguishing between evidence and claims, presenting opinions, mistakes made while looking at facts and events, conducting research, reaching judgment, and convincing others were explained in detail in the classroom. The topics were supported with case studies and facts. In-class discussions were held.

Three semi-structured questions were asked in the midterm exam. The average success rate of the class is 87.5. The highest score is 100, and the lowest score is 70. Compared to the interviews conducted at the beginning of the semester, it was observed that the basic conceptual knowledge about CT increased. The researcher's observations also show that class success is rising. However, it was observed during the discussion that some of the student's views on the issues were still subjective, that they had difficulty empathizing, and that they acted with dominant social judgments about individuals in minority groups. The program was restructured to overcome this, and classroom discussions were moved to a different dimension. Firstly, the class was divided into two. Students who acted with dominant views were asked to defend opposing views. The groups were given time for this. The groups presented their opinions. Students were then asked if their thoughts about the topic had changed. Some students stated that it was an opportunity to understand people with different views and that their empathy skills increased.

After the midterm exam, Marxism, Frankfurt School, and Critical paradigm were discussed. Class discussions were held on issues addressed from the critical paradigm, especially the functioning of the capitalist system, working styles, working conditions, labor issues, forms of exploitation and domination, and resistance issues. Films that emphasize issues such as social life, working life, and justice were given as homework and discussed in class. In addition, critical books on the reading list were presented for discussion in the class. Finally, students were asked to research a topic they considered problematic and present it in class. Students gave their homework and discussed it in class. The homework topics chosen by the students are shown in Table 1.

Table 1. End-of-Term Assignments

1. Fan Violence and Hegemony in Football	11. Should Inmate Mothers in Penitentiary Institutions be Given Their Children?
2. Does the Istanbul Convention Really Survive?	12. Glass Ceiling Syndrome
3. Use of Nuclear Energy	13. Anarchism
4. Should Refugees in Turkey Go or Stay?	14. Is it Himself or Society that Pushes People to Crime?
5. Is Euthanasia a Right?	15. Racism in Turkey
6. Should Zoos Be Closed?	16. Gender Pay Gaps
7. Labor Exploitation and Resistance in Hotel Businesses	17. Application of Death Penalty
8. Human Nature: Good or Bad?	18. eugenics
9. Sharia and Secularism	19. Evaluation of the Internet Censorship Law in Turkey
10. Discrimination Based on Gender	20. Hate Speech Against Sexual Orientation

The targeted success rate was achieved when the content and presentation performances of the assignments chosen by the students were evaluated. The homework grade average is 84. The lowest score is 55, and the highest score is 100. It was determined that students with low grades were inadequate in research processes, argument formation, and argument defense. It has been determined that students with low grades work part-time or do not pay due attention to their homework. When the subject distributions were examined, it was seen that students focused on social issues. In addition, ecological issues were also included in the presentations. Presentations were limited to 15 minutes for each student, and each topic was discussed in class. Student presentations lasted two weeks.

4.3. General Situation of Students in CT at the End of the Term

At the end of the course, students were given a semi-structured questionnaire with five questions to evaluate the CT course and 45 minutes to answer. First of all, it was asked whether the CT course was practical and what kind of contribution it made to the academic and social lives of the students. Students were asked to make a comparison before and after the course. According to the answers given by the students, they can look at events and facts from a broad perspective, think deeply, do research, approach without prejudice, respect different opinions, objective approach, evaluate ideas, solve problems, get involved in discussions by obtaining information first, prioritize logic in the decision-making process, argument. It has been stated that it is useful in subjects such as creating and supporting ideas with scientific data. The student's answers on the topic are as follows:

"I learned that I should approach events and people without prejudice, what might happen behind the scenes of events, things could be very different from what they seem, I could learn different things from people who do not agree with me, and I should respect

people who have opposing views." (Ahmet).

"It enabled me to think scientifically and philosophically, to put aside prejudices and objectively approach the ideas put forward" (Dilara).

"I learned that I was not knowledgeable on many subjects, that I needed to know to argue with someone about a subject, and that I learned to do research" (Selim).

"Critical thinking teaches us to evaluate issues analytically, from social problems to our decisions" (Seda).

Students were asked their opinions on whether the course should be included in the program, and all of the students stated that the course should be included in the program and its credits should be increased. It is possible to say that as the credits of the course increase, the course hours will also increase, and the discussions can be discussed in more detail.

"Every university student, no matter what department or grade they are in, should be included in the program to include analytical thinking and science in the decision-making process. Additionally, course credits should be increased (Kader).

It was asked whether the CT course guided decision-making. Students stated that they used the information they learned in the course in the decisions they made in their academic, social, and business lives. Some students commented that it directly guided them in their daily life practices, generating arguments and solving problems. Hakan explains this with the following words: "I learned to think more deeply in my decisions in both my social and business life." Some students stated that it enabled them to empathize. Şule explains it this way: "It helped me look at things from a broader perspective and empathize." Servet explains its impact on his daily life as follows:

"I think it guides us in producing correct arguments when defending an issue in daily life… I think it helps us when we evaluate the problems we experience in daily life" (Servet).

Students were asked how the course was taught, its positive and negative aspects, and how it could be improved. This will also provide comparisons with other measures of success. According to the findings, most students state that the teaching of the course should continue in the same way. Some emphasized that interaction should be increased and students should be included more in dialogues and discussions. Aslı and Şule explain this with the following words:

"It should be processed interactively as it is now" (Aslı).

"Students should be more involved in dialogues and participate in discussions" (Sule).

Some students stated that they could not participate in discussions because they had a shy character. At this point, the instructor of the course should develop ways and methods that will give each student the right to equal participation. Hüseyin explains this situation with the following words: "I am a shy person. For this reason, it is necessary to ensure that people like me participate in the lesson." In addition, some students state that the emphasis should be on discussions rather than conceptual issues.

"The emphasis should be on discussions rather than conceptual issues" (Akın).

One of the students states that students should be more active in discussions. One student noted that the number of students was high, so some hesitated to express their opinions. One student pointed out that the examples should be increased and visually supported. Grimwood, Arthurs, and Vogel (2015) state that using visual methods in tourism education can contribute to the development of students. The students' statements are as follows:

"Students need to be more active" (Barış).

"The number of students in the classroom should decrease. Everyone is afraid to express their opinion. Only certain people are speaking. Everyone's participation should be ensured" (Atakan).

"It should be handled with more examples and visual support" (Zeynep).

Finally, it was asked whether there were any obstacles to CT and, if so, what they were. It was also asked what should be done to remove the barriers. According to the findings, it has been stated that there are social pressures on CT, factors such as family imposition, lack of questioning, giving relatively more importance to dogmatic information, fear, ignorance, prejudice, masculine domination, inequality, and culture. It has been stated that to prevent this, emphasis should be placed on education. The students' statements are as follows:

"When we look at things, we make decisions thinking about what society will say. We cannot look critically" (Request).

"The biggest obstacle is blind faith. "The way to overcome this is through an education system that gives importance to research and discussion" (Tugay).

At the last stage of the course, the final exam was heAt the last stage of the course, the final exam was held and tested whether the students could interpret events and facts with the information acquired throughout the semester. For this purpose, four semi-structured questions were asked of the students. His grade point average is 77. The lowest score is 45, and the highest score is 100. It was observed that the exam success graph decreased in the end. The reason for this may be the recent increase in the absenteeism rate. Additionally, the increase in the topics covered during the 14-week course period may have caused a shift in study focus. To increase the success rate, it is thought that it would be more appropriate to repeat the topic and include events and case discussions one last time before the exam.

5. CONCLUSION

This study was designed to examine whether critical pedagogy changes tourism management undergraduate education and present a road map on how critical pedagogy can be provided within education. In this respect, it is thought that the study can be a reference source for academics working on tourism education studies on critical pedagogy in tourism literature (see Ateljevic, Pritchard, and Morgan, 2007; Tribe, 2009; Bianchi, 2009; Bramwell and Lane, 2014), this study provides the opportunity to compare before and after critical pedagogy. The study reveals the topics covered in the CT course, the

educational methods followed, and students' views and knowledge about CT.

This study examines the capability of students to understand and question information and their academic knowledge regarding CT, critical paradigm, and critical academic studies. The study contains significant results about revealing the change before, during, and after the lesson. First, revising the education program by considering classroom dynamics is essential to increase total success. In this respect, academics can build a dynamic and interactive program instead of didactic teaching methods by questioning how the student interprets the information.

First, it was determined that the students had no prior knowledge about CT before the course. It was observed that students did not have a good command of critical literature. This may be because tourism education is predominantly pragmatist/functionalist, but this is also closely related to reading habits. Observations reveal that students' reading habits are low. To overcome this, educational methods that instill reading habits should be developed, and the purely pragmatist education system should be abandoned. Instead, it is thought that programs that include different perspectives and prioritize research, questioning, and discussion should be created. In addition, critical pedagogy will create an infrastructure for individuals working in the tourism sector to know and defend their rights. CT enables students to gain self-awareness and social awareness and take positions against oppressive forces (McKernan, 2013).

Critical pedagogy is a stepping stone from a one-dimensional person (Marcuse, 1976) to a multidimensional thinking person. CT has the opportunity to create social transformation beyond individual freedom, social justice, and business productivity (Belhassen & Caton, 2011). This study determined that students contributed significantly to empathy, questioning events and facts, researching, and creating and defending their arguments. Fullagar and Wilson (2012) state that it is significant to include those who are not yet critical thinkers and explore new ways of understanding. In this respect, the CT course enabled students to discover new ways of learning. It made them aware of the adverse working conditions, labor exploitation, and forms of domination in tourism (Çıvak & Besler, 2022; Çıvak, 2021).

When the beginning and end of the semester were compared, it was determined that the course created a positive change in the academic and social lives of the students. It has been concluded that students have made significant progress in areas such as being able to look at events and phenomena from a broad perspective, thinking more deeply, gaining the ability to do research, becoming aware of their prejudices, and respecting different opinions.

5.1. Limitations of the Study and Future Research

This study is limited to the CT course in the Anadolu University Tourism Management Undergraduate Program. It is also limited to 31 students who took the study course and voluntarily participated in the research. Opening different critical courses for critical pedagogy and including them in the research will increase the study's credibility. However, the study provides suggestions for future research. A study focusing on cultural differences can be conducted in critical pedagogy. Studies using different qualitative research techniques can be produced. Since this study was conducted in the tourism management undergraduate program, studies can be undertaken in critical courses in other programs. Impact research can be conducted sometime after the lessons are included in critical pedagogy.

REFERENCES

Abraham, G. Y. (2014). Critical pedagogy: Origin, vision, action & consequences. KAPET, 10(1), 90-98.

Airey, D., & Johnson, S. (1999). The content of tourism degree courses in the UK. Tourism Management, 20, 229e235.

Ateljevic, I., Pritchard, A., & Morgan, N. (Eds.). (2007). The critical turn in tourism studies. Routledge.

Avison, D. E., Lau, F., Myers, M. D., & Nielsen, P. A. (1999). Action research. Communications of the ACM, 42(1), 94-97.

Belhassen, Y. & Caton, K. (2011). On the need for critical pedagogy in tourism education. Tourism Management, 32(6), 1389-1396.

Bianchi, R. V. (2009). The 'critical turn' in tourism studies: A radical critique. Tourism geographies, 11(4), 484-504.

Bourdieu, P. & Passeron, J. C. (1990). Reproduction in education, society, and culture. Sage.

Bramwell, B., & Lane, B. (2014). The "critical turn" and its implications for sustainable tourism research. Journal of Sustainable Tourism, 22(1), 1-8.

Brookfield, S. (1987). Developing critical thinkers. Milton Keynes: Open University Press.

Chang, T. C. (2022). 'Asianizing the field': Questioning critical tourism studies in Asia. In Recentering Tourism Geographies in the 'Asian Century' (pp. 77-94). Routledge.,

Çıvak B., & Emir, O. (2021). Boş zaman ve rekreasyon konulu lisansüstü tezlerde araştırma paradigması eğilimi. Journal of Tourism & Gastronomy Studies, 9(3), 2186-2202.

Çıvak, B. (2023). The Pathway of Critical Pedagogy in Tourism Education. In Critical Social Challenges in the Tourism Industry: Labor, Commodification, and Drugs (pp. 224-243). IGI Global.

Çıvak, B. (2021). Otel işletmelerinde emek sömürüsü, tahakküm ve direniş ilişkilerine dair niteliksel bir araştırma [Unpublished doctoral dissertation]. Anadolu University, Eskişehir.

Çıvak, B. ve Sezerel, H. (2018). Araştırma paradigmaları ve turizm yazını. Turizm Akademik Dergisi, 5(1),1-14.

Çıvak, B., & Besler, S. (2022). A Critical Analysis of Managerial Control Mechanisms in Hotel Businesses. SAGE Open, 12(1), 21582440221088850.

Creswell, J. W. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. SAGE.

Freire, P. (1993). Pedagogy of the oppressed. Penguin Books.

Freire, P. (2018). Education as a practice of freedom. In The Brazil Reader (pp. 396-398). Duke University Press.

Fullagar, S., & Wilson, E. (2012). Critical pedagogies: A reflexive approach to knowledge creation in tourism and hospitality studies. Journal of Hospitality and Tourism Management, 19(1), 1-6.

Fullagar, S., & Wilson, E. (2012). Critical pedagogies: A reflexive approach to knowledge creation in tourism and hospitality studies. Journal of Hospitality and Tourism Management, 19(1), 1-6.

Giroux, H. (2021). Critical pedagogy. In: Bauer, U.,

Bittlingmayer, U.H., Scherr, A. (eds) Handbuch bildungs- und erziehungssoziologie. Springer.

Grimwood, B. S., Arthurs, W., & Vogel, T. (2015). Photo essays for experiential learning: Toward a CT of place in tourism education. Journal of Teaching in Travel & Tourism, 15(4), 362-381.

Huang, H. B. (2010). What is good action research. Action research, 8(1), 93-109.

Jamal, T., Kircher, J., & Donaldson, J. P. (2021). Re-visiting design thinking for learning and practice: Critical pedagogy, conative empathy. Sustainability, 13(2), 964.

Lai, A., & Kan, K. H. (2020). Critical tourism as a pedagogy for art education abroad. Studies in Art Education, 61(2), 142-154.

Marcuse, H. (1976). One-dimensional man. Persona & Derecho, 3, 690.

McKernan, J.A. (2013). The origins of critical theory in education: Fabian socialism as social reconstructionism in nineteenth-century Britain. British Journal of Educational Studies, 61(4), 417-433.

McLaren, P. (1998). Life in schools: An introduction to critical pedagogy in the foundations of education. Longman.

Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. John Wiley & Sons.

Patton, M.Q. (2015). Qualitative research and evaluation methods: Integrating theory and practice. SAGE.

Rouzrokh, M., Muldoon, M., Torabian, P., & Mair, H. (2017). The memory-work sessions: Exploring critical pedagogy in tourism. Journal of Hospitality, Leisure, Sport & Tourism Education, 21, 163-173.

Sheldon, P. J., Fesenmaier, D. R., & Tribe, J. (2011). The tourism education futures initiative (TEFI): Activating change in tourism education. Journal of Teaching in Travel & Tourism, 11(1), 2-23.

Tribe, J. (2007). Critical tourism: Rules and resistance. In The critical turn in tourism studies (pp. 29-39). Routledge.

Werry, M. (2008). Pedagogy of/as/and tourism: Or, shameful lessons. The Review of Education, Pedagogy, and Cultural Studies, 30(1), 14-42.

Wiggershaus, R. (1994). The Frankfurt School. Cambridge: Polity Press.

Yıldırım, M. (2021). Tracing the consent, adaptation and resistance practices of an 'unsustainable'workforce: The governmentality of workplaces in tourism industry. Tourism Management, 84, 104260.

Barış Çıvak, He is a faculty member at Anadolu University, Faculty of Tourism, Department of Tourism Management. He completed his Ph.D. in Tourism Management. His academic interests include organization theory, managerial control mechanisms, tourism management, critical issues in tourism, and labor issues.

ORCID: 0000-0001-9334-3683