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# Redesigning the curricula of Tourism Education: An AGILE Framework for AI-Augmented Workplaces

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## Abstract

*Currently, the tourism industry undergoes a dual transition that includes digital innovation and environmental sustainability simultaneously. Due to the fabulous growth of Artificial intelligence, there exists the shift of it from back office to the front desk. Moreover, the tourism professionals would get applaud only for their modernized service delivery with human-AI collaboration rather than the traditional method. But why does the graduated tourism professionals struggle a lot in modern hotel and travel environments despite of their high grades secured. This paper investigates the employability skills required for the humans to work together with AI and is called as 'AI-augmented tourism workplaces' and identifies the lag in pedagogy as well. Based on the recent literature and industry trends, it is found that tourism industry is so sincere enough to adopt AI rapidly as it is need of the hour whereas, the tourism education undergoes a "Temporal Lag"- a mismatch between the evolution of technology and the evolution of institutional curricula. The significant findings are the skill deficiency in Prompt engineering not in pace with the revolutionary growth of AI. This paper proposes the A.G.I.L.E. Framework for the redesign of tourism curricula. The AGILE model constitutes Augmented, Green, Interdisciplinary, Lifelong and Ethical components. This framework promotes from the state of knowledge-retention to capability-centered learning. It makes use of AI-driven simulations to produce graduates ready of Ai-Augmented workplace. This study aligns educational outcomes with the goals of quality education (Goal 4) and decent work (Goal 8) called as Sustainable Development Goals (SDGs) declared by United Nations. This study provides a roadmap for institutions of tourism education to navigate along the long-term resilience of tourism workforce in an era of historically unmatched digital transformation.*

**Keywords:** Tourism Education, Digital Innovation, Sustainability, Curricula Redesign, AI-Augmented Tourism, A.G.I.L.E. Framework.

## Introduction

The digital transformation and environmental sustainability in tourism had created a need for paradigm shift in tourism education as well. Due to the penetration of AI in to the tourism industry , the employers raise a high demand for a workforce with the capability of "Augmented Hospitality" - the ability to blend machine efficiency

with human empathy (Buhalis et al., 2023). Despite the obvious shift in the operations of tourism industry, academic frameworks remains untouched. The employability skills are the digital fluency required to manage AI-driven ecosystems (Gretzel et al., 2020).

### **The Landscape of AI-Augmented Workplace**

The “AI-augmented workplace” is nothing but the integration of the AI in the workplace to accomplish the data-intensive tasks easily by the workforce (Tussyadiah, 2020). Hereby, AI is augmented to avoid manual errors in forecasting the demand, maintaining accuracy, predicting the operations by proper analysis and interpretation of data (Koo et al., 2021). “Prompt Engineering,” to maintain accuracy and release culturally sensitive outputs using AI tools (Huang & Rust, 2021). Humankind are treasured with the development of Large Language Models (LLMs) that converts a simple booking agent to a “digital curator” who can validate and fine tune an itinerary as generated by AI (Dwivedi et al., 2023).

### **Identified Capability Gaps**

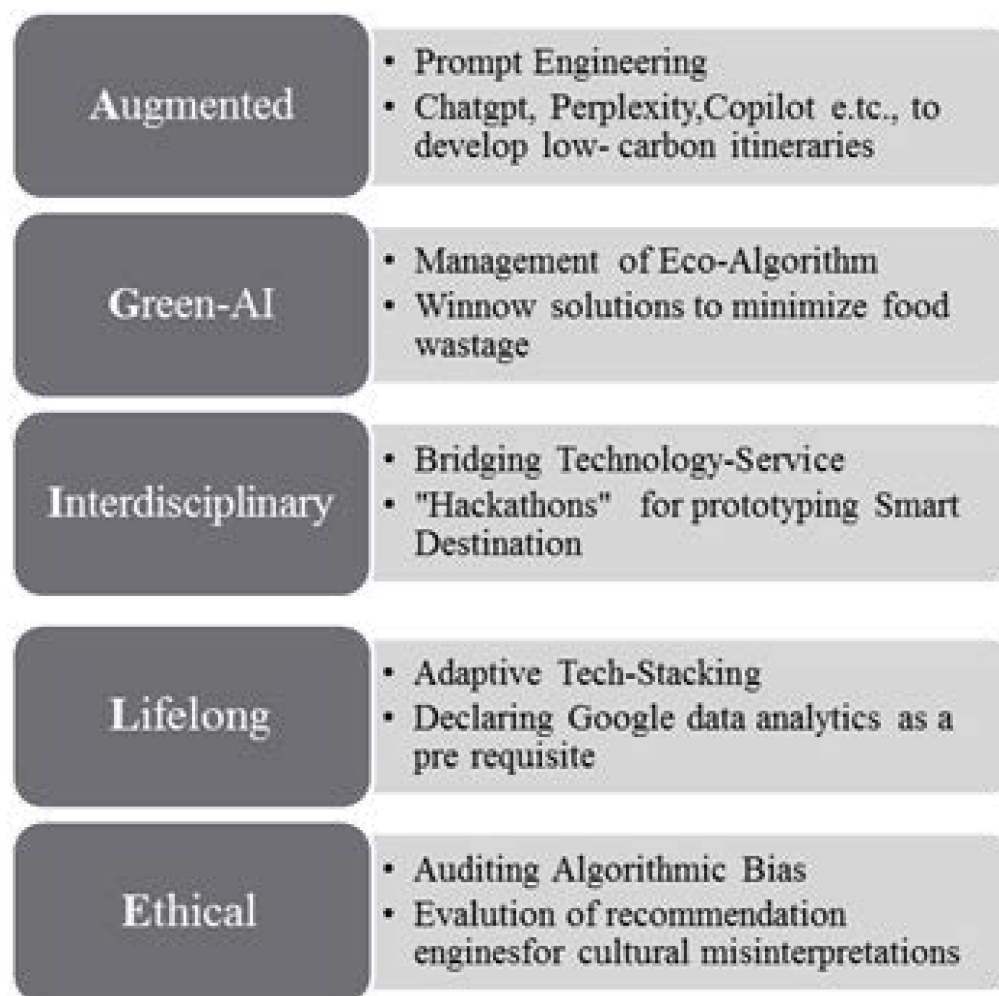
This qualitative analysis identifies “capability gaps” between the industry-demanded skills and the learning outcomes specified in prevailing curricula of tourism related degree courses (Dredge et al., 2018). This research employs a systematic review of literature and a thematic analysis of current tourism curricula across 8 renowned Global universities. As per Moher et al. (2009), this research had filtered over 150 peer-reviewed articles from 2018 to 2024 and identified significant employability skills emerging in AI-driven tourism industry. There are challenges like mitigating algorithmic biases of promoting over-tourism (Fletcher et al., 2023) and emotional intelligence in solving grievances with complexity which

### **Revealed Pedagogical Gaps**

This analysis reveals the existence of “temporal lag” - the 3–5 year cycle of curriculum validation does not takes into account the AI innovation cycles that keeps occurring in months (Dredge et al., 2018). Adding to that, this situation is worsened by the “Silo Effect,”- the faculty of tourism ignoring the significance of acquiring interdisciplinary skills. For an instance, they operate independently of data science faculties, that forgets to create a bridge between technology and service excellence (Benckendorff et al., 2019). Moreover there exists an “Assessment Gap”- the conventional evaluation pattern failing to assess the critical thinking and real-time practicum skills

### **The proposed A.G.I.L.L.E. Model**

The A.G.I.L.L.E. model depicted below is a design that involves a paradigm shift from stagnant conventional syllabi to a dynamic, capability-based curricula (Sheldon, 2020).



**Figure Core Components/ Contents/Applications of AGILE framework**

### Conclusion

The paradigm shift in the tourism curricula had become the need of the hour and is no longer an optional upgrade but a compulsory demand for the digital transformation and sustainability of tourism. Migrating from a static knowledge-based to a capability-based model would definitely ensure the production of Ai-augmented professionals equipped to generate a highly efficient, empathetic and ethical tourism industry. (Xiang et al., 2021). By moving from a knowledge-based to a capability-centered model, HEIs can ensure the “Augmented Professional” is equipped to drive a more efficient, empathetic, and ethical tourism sector (Xiang et al., 2021). The identified capability gaps and the revealed pedagogical gaps can be filled definitely with the redesign of

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