

BÖLÜM 9

GELECEKTE TURİZM EĞİTİMİ: ÖĞRETİM YÖNTEMLERİNDE İNOVASYON

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GİRİŞ

Turizm, dünyada hızla büyüyen sektörlerin başında gelmekte olup, sosyal, kültürel, çevresel ve ekonomik boyutlarda bölgeler ve ülkeler üzerinde belirgin bir etki yaratmaktadır (Göral & Yurtlu, 2022; Yayla, Özgür Göde & Ekincek, 2024). Küresel ölçekte turizm sektörü, Covid-19 salgını sonrası dönemde güçlü bir toparlanma sürecine girmiştir. Birleşmiş Milletler Dünya Turizm Örgütü'ne (UNWTO) göre, 2024 yılı itibarıyla uluslararası ziyaretçi sayısı 1,5 milyara ulaşmış; turizm kaynaklı ihracat geliri ise 2 trilyon ABD doları düzeyine çıkmıştır. 2025'in ilk çeyreğinde, ziyaretçi sayısı bir önceki yılın aynı dönemine göre %5 artış göstermiş ve 2019 seviyesinin %3 üzerine çıkmıştır (UNWTO, 2025a; 2025b). Bu büyüme eğilimi, arz kapasitesi, fiyatlandırma stratejileri ve hizmet kalitesi üzerinde yönetsel baskılar oluşturmaktadır. Ayrıca turizm sektörünün değişken ve hareketli yapısı, turizm eğitiminde de aynı ölçüde dinamik bir yaklaşımı zorunlu hale getirmektedir (Göral & Yurtlu, 2022). Günümüzde teknolojiyi reddetmek, kullanmamak ya da ondan kaçınmak olanaksızdır (Çelik, 2021). Dolayısıyla, eğitimcilerin ders amaçlarını, öğretim yöntemlerini ve değerlendirme stratejilerini bu yeni bağlamda yapılandırmaları gerekmektedir.

Sektörel dönüşüm yalnızca nicel büyümeyle sınırlı kalmamakta, yapısal koşullarda da değişimi beraberinde getirmektedir (Kılıç vd., 2023). Dünya Ekonomik Forumu'nun 2024 yılı Seyahat ve Turizm Gelişmişlik Endeksi (TTDI) raporuna

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